PORTUGUESE
for
Missionaries

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Grammar-Task Index

The following list gives examples of grammar principles that may be most helpful in teaching certain principles and performing certain tasks. This list is only a general guide and is not exhaustive. It is very likely that you will need to learn additional grammar to perform these tasks effectively, and it is also possible that you will not need to extensively use some of the principles listed here to perform the tasks they are listed with.

Your investigators' needs, not this list, should govern your language study. You should carefully determine what you should teach to fulfill your investigators' needs, and use that to determine the grammar you study. In addition, you should remember that learning to perform these tasks and teach these principles is not an end unto itself, but a means to fulfill your purpose as a missionary.

Most principles and tasks have both "basic" and "additional" grammar principles. Missionaries just starting out may want to focus on the basic principles before learning the additional ones.

Principle/Task	Basic	Additional
Lesson 1		
God Is Our Loving Heavenly Father	Subject Pronouns, *Ser* vs. *Estar* vs. *Ficar*, Possession	Verb + Infinitive, Present: Irregular, Direct Object Pronouns
The Gospel Blesses Families	Cognates, Gender and Number	*Por e Para*, Direct Object Pronouns
Heavenly Father Reveals His Gospel in Every Dispensation	Negation, Possession, Present: Regular	Passive Voice, *Por e Para*
The Savior's Earthly Ministry and Atonement	Preterit: Regular, Preterit: Stem and Spelling Changes, Possession	Preterit: Irregular, Imperfect, Preterit vs. Imperfect
The Great Apostasy	Preterit: Regular, Preterit: Irregular, Imperfect	Passive Voice, Possession
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Imperfect, Preterit vs. Imperfect, Preterit: Regular	Preterit: Irregular, Verb + Infinitive, Adjectives and Agreement
The Book of Mormon: Another Testament of Jesus Christ	Adjectives and Agreement, Prepositions, Articles	Preterit vs. Imperfect, *Por e Para*, Demonstratives
Pray to Know the Truth through the Holy Ghost	Commands, Future, Adjectives and Agreement, Future Subjunctive	Verb Comparisons, *Ser* vs. *Estar* vs. *Ficar*
Lesson 2		
Pre-Earth Life: God's Purpose and Plan for Us	Questions, Prepositions, Conjunctions	Preterit: Regular, Preterit vs. Imperfect, Imperfect
The Creation	Preterit: Regular, Conditional, Cognates	Conjunctions, Past Subjunctive, Preterit: Irregular
Agency and the Fall of Adam and Eve	Imperfect, Passive Voice, Preterit vs. Imperfect	Verb + Preposition, Conjunctions, Adjectives and Agreement
Our Life on Earth	Direct Object Pronouns, Passive voice	Cognates, Indirect Object Pronouns, Present: Regular
The Atonement	Preterit: Irregular, Conditional, Preterit vs. Imperfect	Past Subjunctive, Present Subjunctive: Adverb Clauses, Indirect Object Pronouns
The Spirit World	Articles, Future, *Ser* vs. *Estar* vs. *Ficar*	Passive Voice, Adjectives and Agreement, Prepositions
The Resurrection, Judgment, and Immortality	Adverbs, Conjunctions, *Ser* vs. *Estar* vs. *Ficar*	Future, Relatives, Cognates
Kingdoms of Glory	Comparatives and Superlatives, Demonstratives, Relatives	Future, Passive Voice, Present Subjunctive: Adjective Clauses
Lesson 3		
Through Christ We Can Be Cleansed from Sin	Verb + Infinitive, Articles, Present: Regular	Passive Voice, Prepositions, Possession
Faith in Jesus Christ	Present: Regular, Articles, Subject Pronouns	Direct Object Pronouns, Possession
Repentance	Present: Regular, Conjunctions, Reflexives	Present Subjunctive: Noun Clauses, Direct Object Pronouns, Passive Voice

Baptism, Our First Covenant	Articles, Indirect Object Pronouns, Reflexives	Passive Voice, Prepositions, *Por e Para*
The Gift of the Holy Ghost	*Por e Para*, Adjectives and Agreement, Verb + Infinitive	Present: Regular, Direct Object Pronouns, Combined Object Pronouns
Endure to the End	Reflexives, Present: Regular, Future	Verb + Preposition, Passive Voice, Prepositions
Lesson 4		
Obedience	*Por e Para*, Possession, Indirect Object Pronouns	Direct Object Pronouns, Verb Comparisons, Present: Irregular
Pray Often	Possession, Indirect Object Pronouns, Present Subjunctive: Noun Clauses	Present Subjunctive: Forms, Reflexives, Verb + Preposition
Study the Scriptures	Articles, Adverbs, Present: Regular	Prepositions, Conjunctions, Adjectives and Agreement
Keep the Sabbath Day Holy	Prepositions, Reflexives, Present: Regular	Verb + Infinitive, *Ser* vs. *Estar* vs. *Ficar*, Possession
Follow the Prophet	Indirect Object Pronouns, Verb + Infinitive	Present Subjunctive: Adverb Clauses, Prepositions, Direct Object Pronouns
Baptism and Confirmation	Indirect Object Pronouns, Gender and Number	Articles, Prepositions, Present: Regular
Keep the Ten Commandments	*Por e Para*, Indirect Object Pronouns, Future	Present: Regular, Verb + Infinitive, Conjunctions
Live the Law of Chastity	Cognates, Present: Regular, Adjectives and Agreement	Verb + Preposition, Comparative and Superlatives, Relatives
Obey the Word of Wisdom	Adjectives and Agreement, Verb + Infinitive, Indirect Object Pronouns	Direct Object Pronouns, Present Subjunctive: Adverb Clauses, *Ser* vs. *Estar* vs. *Ficar*
Keep the Law of Tithing	Articles, Indirect Object Pronouns, Direct Object Pronouns	Present: Irregular, Conjunctions, Prepositions
Observe the Law of the Fast	Adjectives and Agreement, Reflexives, Present: Irregular	Passive Voice, Verb + Preposition, Conditional
How to Donate Tithes and Offerings	Passive Voice, Commands, Present: Regular	Progressive and Present Participle, Verb + Infinitive, Present: Regular
Obey and Honor the Law	Present: Regular, Verb + Infinitive, Passive Voice	*Ser* vs. *Estar* vs. *Ficar*, Adjectives and Agreement, Articles
Lesson 5		
Priesthood and Auxiliaries	Articles, Indirect Object Pronouns, Adjectives and Agreement	*Por e Para*, Passive Voice, Prepositions
Missionary Work	Passive Voice, Present: Regular, *Ser* vs. *Estar* vs. *Ficar*	Prepositions
Eternal Marriage	Articles, Reflexives, *Ser* vs. *Estar* vs. *Ficar*	Adjectives and Agreement
Temples and Family History	Present: Regular, Adjectives and Agreement	
Service	*Por e Para*, Reflexives	
Teaching and Learning in the Church	Prepositions, Present: Regular, Reflexives	Future
Endure to the End	Reflexives, Present: Regular, Future	Verb + Preposition, Passive Voice, Prepositions
Missionary Tasks		
Ask Questions	Questions, Prepositions, Verb + Infinitive	
Conduct a Meeting	Indirect Object Pronouns, Articles, Future	Present: Irregular, Verb + Infinitive, Passive Voice
Explain Priesthood Ordinances	Adjectives and Agreement, Passive Voice, Present Subjunctive: Adverb Clauses	Questions, Articles, *Por e Para*

Extend Commitment Invitations	Future, Questions, Time and Date	Common Expressions, Direct Object Pronouns
Follow Up on Commitments	Questions, Time and Date, Preterit vs. Imperfect	Commands, Present Subjunctive: Noun Clauses
Get to Know Someone	Questions, *Ser* vs. *Estar* vs. *Ficar*	Present: Irregular, Conditional
Give Directions	Commands, Passive Voice, *Ser* vs. *Estar* vs. *Ficar*	
Help People Resolve Their Concerns	Questions, Conditional	Future
Make a Telephone Call	Questions, *Ser* vs. *Estar* vs. *Ficar*, Conditional	Verb + Infinitive
Make Appointments	Time and Date, Questions, Conditional	Verb + Infinitive
Meet Someone	*Ser* vs. *Estar* vs. *Ficar*, Questions, Articles	
Obtain Referrals	Questions, Future, Conditional	Present: Irregular, Commands
Offer a Prayer	Commands, *Ser* vs. *Estar* vs. *Ficar*, Present Subjunctive: Forms	Present Subjunctive: Adverb Clauses, Present Subjunctive: Noun Clauses, Present: Irregular
Perform Priesthood Ordinances	Direct Object Pronouns, Indirect Object Pronouns, Present Subjunctive: Adverb Clauses	Present Subjunctive: Forms, Present Subjunctive: Noun Clauses, Present: Irregular
Plan Daily and Weekly Activities	Questions, Time and Date, Future	Verb + Infinitive
Share an Experience	Preterit: Regular, Imperfect, Preterit vs. Imperfect	Past Subjunctive, *Por e Para*
Talk with Everyone	Present: Irregular, Questions	Conditional
Teach Others How to Pray	Indirect Object Pronouns, Reflexives, Questions	*Ser* vs. *Estar* vs. *Ficar*, Direct Object Pronouns, Present Subjunctive: Noun Clauses
Testify	Present: Irregular, Conjunctions, Verb + Infinitive	Direct Object Pronouns, Indirect Object Pronouns
Use the Scriptures	Questions, *Ser* vs. *Estar* vs. *Ficar*, Passive Voice	Conditional, Indirect Object Pronouns, Direct Object Pronouns

Principles of Effective Grammar Study

Organization of the Grammar

The grammar principles in this manual are organized by language functions. *Preach My Gospel* teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). Your language study will be most effective as you think about those that you will be teaching each day, study the grammar principles within the function that most relates to what you will do with those investigators, and think about how you can improve the way you use what you have studied throughout the day.

For example, if you struggle with relating the Joseph Smith story effectively when you teach, you might turn to the function titled "Narrating experiences and telling stories." You could then study the grammar principles listed in that function, thinking about how you could apply those grammar principles in upcoming teaching situations when you might present the Joseph Smith story.

The purpose of this manual is not simply to teach you grammar, but more importantly to help you prepare to teach with greater power and clarity in your mission language.

Grammar Activities

The activities in each grammar lesson build on one another. They begin with drill activities that help you practice identifying a grammar principle, conjugating verbs correctly, and translating sentences. They then move toward helping you use the grammar principle as you speak and communicate with others. As you perform the activities, think about how you will apply what you are learning in upcoming teaching appointments and other scheduled activities. The activities are designed so that you can do them more than once, thinking about different investigators or teaching situations as you do them. For example, a scripture activity may ask you to identify certain grammar principles from a verse and then prepare to share that scripture with an investigator who may benefit from hearing it. You will approach this activity differently depending on the specific needs and situation of each investigator you will be teaching. The grammar principle will be the same, but how you use it may vary.

In this manual, you will find many different kinds of activities. Make sure to read the instructions for each activity and follow them closely. For example, an activity may tell you to do something with a scripture, then teach your companion a lesson based on what you learned. Make sure to do each step in the activity, especially the teaching practice with your companion.

* **Using Native Speakers** — "There is no substitute for talking with native speakers of the language" (*Preach My Gospel*, 129). Any activity that is designated to be done with your companion can also be done with a native speaker from the area where you are serving. In every area where you serve, you should find a native speaker who will help you with the language and give you honest and direct feedback. You may have them do activites with you from this manual that ask you to seek feedback from a companion or native speaker. If your companion is also learning the language, regardless of how proficient he or she is, you should make extra efforts to find a native speaker who can help you find areas for improvement and help you master the language. Make sure your conduct is appropriate as you work with native speakers.

> "It is extremely important that you stay with your companion at all times. . . . Never make exceptions to this standard for activities that seem innocent but take you away from each other, including being in different rooms in the same building or in a home. . . . Never be alone with, flirt with, or associate in any other inappropriate way with anyone of the opposite sex." (*Missionary Handbook*, 30–33)

Different Ways to Use This Manual

You can use this manual in several different ways to meet your needs, depending on how well you know the language, how long you have been in the mission field, and who you are teaching. For example, a missionary that is new in the mission field may find it most helpful to start at the beginning of the book, review every principle that he or she learned in the MTC, and then apply it in his or her daily activities. More advanced missionaries may find it more useful to review grammar principles from the different language functions they will have to use each day to better meet the needs of individual investigators. A trainer, with his or her new companion, may use a Companion Activity that covers a principle with which his companion really struggles.

The way that you use this manual will probably change as your language skills improve throughout your mission. However, no matter how you use it, make sure that you are doing what best meets your language needs and are not just doing grammar activities to fill your language study time. You will be most effective as you think about specific investigators or teaching situations as you do different activities from this manual.

Alphabet and Pronunciation

Explanation

Alphabet

Below is each letter of the Portuguese alphabet followed by its name.

Letter	*Name*	Letter	*Name*
a	*a*	**n**	*ene*
b	*be*	**o**	*o*
c	*ce*	**p**	*pe*
d	*de*	**q**	*que*
e	*e*	**r**	*erre*
f	*efe*	**s**	*esse*
g	*ge*	**t**	*te*
h	*agá*	**u**	*u*
i	*i*	**v**	*ve*
j	*jota*	**w***	*dáblio*
k*	*ká/kappa*	**x**	*xis*
l	*ele*	**y***	*ipsilon*
m	*eme*	**z**	*ze*

* *k, w,* and *y* are rarely used in Portuguese; they appear mainly in foreign words.

Note: Ask your teacher if you have any questions regarding pronunciation.

Pronunciation

Portuguese is almost always pronounced exactly as it is written. The following tables contain the vowels and consonants of Portuguese. Next to each letter is an English word with a similar, but not identical, sound. The second column lists some Portuguese words that contain the target letter and sound, and the last column explains the sound. Use these tables of basic Portuguese sounds as a point of reference only. Very few sounds are pronounced exactly the same in Portuguese and English. **To develop native-like pronunciation, listen attentively to native Portuguese speakers and imitate closely their pronunciation.** You may also find more detailed explanations of Portuguese sounds in more advanced grammar books.

Vowels

Vowels	Sounds like...	Portuguese Examples	Explanation
a	*father*	c**a**ra, m**a**la, pal**a**vra	If the *a* is stressed or nonfinal, it is similar to the *a* sound in the word *father.*
	omega	car**a**, palavr**a**, ru**a**	If the *a* is word final and unstressed, it is similar to the *a* sound in the word *omega***.**
ã*	*no equivalent*	m**ã**o, receber**ã**o, m**ã**e, fal**a**m, **a**mbos	If the *a* has a tilde or is followed by an *m* or an *n* at a syllable or word break, it will be nasalized.
e	*let*	m**e**stre, m**e**nte, **e**xc**e**l**e**nte	Stressed *e*'s use an *e* sound similar to the *e* in *let.* Open stress.
	late	igr**e**ja, m**e**sa, **e**vangelho	An *e* will also often sound like the *a* in *late***.** Ask your teacher if you need help distinguishing between *e* sounds. Closed stress.
	me	mestr**e,** fom**e, e**	A word final or single *e* makes a sound similar to the *e* sound in *me*.

ẽ *	*no equivalent*	am**é**m, algu**é**m, **e**mpurrar	If an *e* is followed by an *m* or an *n* at a syllable or word break, it will be nasalized.
i	*me*	**i**r, d**i**v**i**d**i**r, m**i**n**i**	The *i* sound is always the same unless followed by an *m* or an *n* at a syllable or word break.
ĩ*	*no equivalent*	**fi**m, **i**ndependente, **i**mpossível	If an *i* is followed by an *m* or an *n* at a syllable or word break, it will be nasalized.
o	*no*	c**o**mo, **o**lho, f**o**to	If the *o* is stressed or nonfinal, it is similar to the *o* sound in the word *no.*
	Spoon	com**o**, olh**o**, fot**o**	If the *o* is word final or unstressed, it is similar to the *o* sound in the word *spoon.*
õ*	*no equivalent*	liç**õ**es, miss**õ**es, t**o**m, s**o**m	If the *o* has a tilde or is followed by an *m* or an *n* at a syllable or word break, it will be nasalized.
u	*boot*	f**u**t**u**ro, m**ú**sica, out**u**bro	The *u* sound is always the same unless followed by an *m* or an *n* at a syllable or word break.
ũ*	*no equivalent*	**u**m, n**u**nca, **u**mbigo	If a *u* is followed an *m* or an *n* at a syllable or word break, it will be nasalized.

* Nasal vowels are often associated with diphthongs in Portuguese (i.e., *ão, em, im, am, ãe, õe,* etc.)

Consonants and Digraphs

Letters	Sounds like...	Portuguese Examples	Explanation
b	**somebody**	***b**oca, **B**ab**i**lônia, **b**osque*	You pronounce it by bringing your lips close together as you would to make an English *b*, but without your lips touching (it is softer). However, after *m*, *n*, or a pause, the lips do touch, similar to the English *b*.
c	**sit** (before *i* and *e*)	***c**ena, nas**c**er, **c**inema*	Before *i* and *e,* the *c* sound is similar to the English *s.*
	skill (elsewhere)	***c**asa, **C**uritiba, **c**omo*	When the *c* does not come before *i* or *e*, it is similar to the English *k.*
ç	**sap**	*ça**ç**ar, a**ç**ucar, expia**ç**ão*	The cedilha (ç) is similar to an English *s*.
ch	**fish**	*mo**ch**ila, fe**ch**ar, ro**ch**a*	The *ch* sound is similar to the English *sh*.
d	**doctor**	***d**ad**d**o, **d**elica**d**o, vin**d**ouro*	The *d* is similar to an English *d*, but with the tongue on the back of the front teeth.
de	**genius**	*verda**de**, divinda**de***	If a *de* falls at the end of the word or alone, you palatalize it and make a sound similar to the *ge* in *genius*.
di	**genius**	***di**vindade, **di**ferente*	If a *di* falls anywhere in a word, you palatalize it and make a sound similar to the *ge* in *genius*.
f	**fin**	***f**esta, **f**oto*	The *f* is similar to the English *f.*
g	**measure** (before *i* and *e*)	*Evan**g**elho, pá**g**ina, diri**g**ir*	Before *i* and *e,* the *g* sound is similar to the *s* in the English word *measure***.**
	go (elsewhere)	*i**g**reja, **g**ozo, **g**ordo*	When the *g* does not come before *i* or *e*, the sound is similar to the English *g* in words like *go, great,* and *God*.
gu	**Gwyneth** (before *a* and *o*)	*a**gu**a, **gu**arda*	When *gu* precedes an *a* or an *o*, it is similar to the English *gw,* like in the name *Gwyneth*.
	go (elsewhere)	***gu**erra, **gu**ia, pa**gu**e*	When the *gu* does not come before *a* or *o*, the sound is similar to the English *g* in words like *go, great,* and *God*.
h	*N/A*	***h**onra, **h**ora, **h**ablar*	The *h* is silent in Portuguese.
j	**measure**	***j**usto, igre**j**a, **J**esus*	The *j* sound is similar to the *s* in the English word *measure***.**
k	**skill**	only used in anglicized names, and slang spelling	The *k* is rarely used and appears mostly in foreign words. It is pronounced the same as the Portuguese *c* in words like *capaz.*

l	**lead**	*lição, plano, fila*	The *l* sound is similar to the English *l*.
	show	*celestial, fácil, filme*	If an *l* falls at the end of a word or at a syllable break, it will be pronounced with a *w*-like sound, similar to the *w* in *cow*.
lh	**no equivalent sound**	*bacalhau, filho, talho*	Ask teacher for explanation.
m	**meet**	*missão, Mórmon, como*	The *m* sound is similar to the English *m*.
	no equivalent	*falam, impressionado*	If an *m* follows a vowel and precedes a syllable or word break, you do not pronounce the *m*; you simply nasalize the preceding vowel.
n	**next**	*Néfi, nome, normal*	The *n* is similar to the English *n*.
	no equivalent	*independente, inteiro*	If an *n* follows a vowel and precedes a syllable or word break, you do not pronounce the *n*; you simply nasalize the preceding vowel.
nh	**lasagna**	*amanhã, banho, companheiro*	The *nh* sounds similar to the sound in the English word *onion*.
p	**spin**	*principal, pessoa, para*	The *p* sounds similar to the English *p*, but it is softer and unaspirated. It is like the *p* in *spin*, not the *p* in *pin* (put your hand in front of your mouth as you say these two words to see the difference).
q(u)	**skill**	*que, quem, líquido*	The *q* is always followed by *u* in Portuguese spelling. If the *qu* is followed by an *e*, or an *i*, it is pronounced the same as the Portuguese *c* in words like *capaz.*
	queen	*qual, quatro*	If the *qu* is followed by something besides an *i* or an *e*, it will be the *qu* in the English word *quilt*.
r	**body**	*para, Moroni*	The Portuguese *r* sounds similar to the English *d* in words like *body* and *ready*. It's more of a tap.
r/-rr-	**house**	*rapaz, rápido, bairro, arrependimento, vermelho*	If a word begins with *r*, contains *rr*, or the *r* comes after a syllable break then it is pronounced with an *h* sound (*h* as in *house*). Some dialects have more of a gutteral sound almost like a hocking noise.
s	**sit**	*sofrer, senhor, sessão*	If a word begins or ends with an *s,* the *s* is pronounced the same as the English *s*. If there is a double *s* in a word, it will always sound like the *s* in *savor*.
	zebra	*Jesus, casa, fase*	If an *s* falls between two vowels (even across word boundaries), it will make a *z* sound as in *zoo.*
t	**take**	*todo, ter, Mateus*	The *t* is pronounced similarly to the English *t*, but with the tongue on the back of the front teeth.
te	**cheek**	*mente, fonte, quente*	If a *te* falls at the end of a word, you palatalize it and make a *che*-like sound, like in the word *cheek*.
ti	**cheek**	*tio, time, divertir*	If a *ti* falls anywhere in a word, you palatalize it and make a *che*-like sound, like in the word *cheek*.
w	**no equivalent**	*Portuguese speakers will use a **v** sound for this*	The *w* is rarely used and appears mostly in foreign words. It is similar to the English *v*.
x	**zebra**	*éxito, exemplo, exagerar*	There are four sounds for *x* in Portuguese and there is no rule; you just have to memorize each word.
	shoe	*caixa, peixe, México*	
	fix	*fixo, táxi*	
	slipper	*experiencia, expiação*	
z	**zoo**	*zona, fazer, zebra*	If it starts the word or falls between two vowels, the *z* is pronounced the same as the English *z.*
	sit	*eficaz, faz, capaz*	If a *z* is at the end of a word, it is similar to the English *s* sound.

Activities

Practice activities for this lesson are combined with activities for the next lesson, "Accentuation."

Basics

Accentuation

Examples from *Vocabulary and Phrases*

God revealed to Adam our relationship with deity.	Deus **revelou** a **Adão** a nossa **relação** com a Divindade.
Joseph Smith lived at a time of great religious excitement.	**José** Smith **viveu** numa **época** de grande **agitação** religiosa.
Jesus Christ prophesied about this apostasy in a parable.	Jesus Cristo **profetizou** sobre esta **apostasia** numa **parábola**.
Through Joseph Smith, God restored His gospel.	**Através** de **José** Smith, Deus **restaurou** o Seu evangelho.

Explanation

Written accent marks have three important roles in Portuguese:

1. To indicate where the stress or emphasis falls on a word
2. To indicate whether the stress in nasalized, open, or closed
3. To indicate a contraction of two *a's*

Accent marks are written only over vowels. There are four accent marks in Portuguese: acute (denotes stress in a word), grave (shows a contraction), circumflex (denotes a closed stress), and tilde (nasalizes) [displayed in order here]: ´ ` ^ ~

Rules

Words are divided into syllables. One syllable in each word is stressed when it is pronounced, unless it is a diphthong. Diphthongs are two vowel sounds combined into a single sound.

The following rules indicate which syllable in a word is stressed and when a written accent mark is required. Each rule is followed by several examples and exceptions (if there are any). Note that the highlighted syllable is the one that receives the stress.

Rule #1

2a

If a word has an accent mark then the stress falls on the syllable with the accent mark. Each accent mark calls for a different type of stress: open (´), closed (^), or nasalized (~). If there is more than one accent in a word, the stress will fall on the first one (i.e., bênção = **bên**ção).

Examples	
fácil:	**fá**-cil
difícil:	di-**fí**-cil
sofá:	so-**fá**
convênio:	con-**vên**-io
estávamos:	**está**-va-mos
quórum:	**quó**-rum

Rule #2

2b

If there is no accent mark and a word ends in *l, u, z, i,* or *r* (LUZIR) or *-im, -um, -is,* or *-us* then the stress falls on the last syllable. All exceptions to this rule must have a written accent mark.

Examples	
rapaz:	ra-**paz**
comum:	co-**mum**
espanhol:	es-pa-**nhol**
ensinar:	en-si-**nar**
carris:	ca-**rris**
espiritual:	es-pi-ri-**tu-al**
assistir:	a-ssi-**stir**

Rule #3

If a word doesn't have an accent mark or end in *l, u, z, i,* or *r* (LUZIR) or *-im, -um, -is,* or *-us,* the stress will fall on the second-to-last syllable (syllable breaks are almost always on vowels).

2c

Examples	
casa:	**ca**-sa
palavra:	pa-**la**-vra
grato:	**gra**-to
especialmente:	e-spe-ci-al-**men**-te
apostasia:	a-po-sta-**si**-a
gravata:	gra-**va**-ta
responsabilidade:	re-spon-sa-bi-li-**da**-de
escorregadio:	e-sco-rre-ga-**di**-o

Rule #4

Certain vowel combinations will be pronounced as diphthongs (two vowels that create a single sound): *ai, ei, oi, ui, au, eu, iu, ou.* Portuguese also features numerous nasal diphthongs: *ãe, ãi, em* (at the end of a word), *ão, am* (at the end of a word), *õe, im* (at the end of a word).

2d

Examples:	
c**ai**xa	f**ei**to
est**ou**rar	f**ui**
c**au**sa	val**eu**
distingu**iu**	**ou**ro
m**ãe**	poder**ão**
fal**am**	com**em**
f**im**	pulm**õe**s

*key: **diphthong**; stress

Common Errors

You must pay close attention and make sure you say each word correctly. Putting the stress on the wrong syllable can change the meaning of a word. English speakers will often emphasize the last syllable of a conjugated verb when they should not.

2e

Examples:

Oro a Deus. *I pray to God.*	vs.	Orou a Deus. *He/She/You prayed to God.*
Falo com o presidente. *I speak with the president.*	vs.	Falou com o presidente. *He/She/You spoke with the president.*

There are some words that English speakers commonly mispronounce.

Common mispronunciation		Correct pronunciation
fac**i**l	→	f**á**cil
dific**i**l	→	dif**í**cil
sign**i**fica	→	sign**i**fica
Como **e**sta?	→	Como est**á**?
ac**a**bamos	→	acab**a**mos

Do Something More

Say these words to your companion or a native speaker. Make sure you say these syllables right.

Activities (see answers on p. 195)

A. Correctly pronounce the following words making sure to accentuate the appropriate syllable. Say them to your companion or a native speaker. The correct accentuation for each word can be found in the *Answers* section.

palavra	felicidade	ensinar	relva	cintura	exame
irmão	xadrez	quase	interessante	tribo	quórum
social	grande	físico	maior	sagrado	alto

B. Read “Chamados a servir” (below) out loud. Syllables are separated by a space or a dash. Pronounce each syllable by itself as you read through it. Make sure to pronounce each syllable correctly. Pay special attention to diphthongs (two vowels together). Have a more advanced speaker check your pronunciation. Pick a few other hymns that you would like to learn in Portuguese and read them out loud as well.

1. So-mos ho-je con-cla-ma-dos a ser-vir e a pre-gar o Rei Je-sus. Dan-do ao mun-do no-sso tes-te-mu-nho pro-cla-ma-mos sua luz.

Coro
Jun-tos, to–dos jun-tos, mar-cha-re-mos em u-nião. Pron-tos, sem-pre pron-tos, a cum-prir fiel missão. fir-mes en-to-a-mos es-te hi-no tri-un-fal: Jo-vens de Si-ão, lu-te-mos pela cau-sa ce-les-tial.

2. So-mos ho-je con-cla-ma-dos às fi-lei-ras dos sol-da-dos do se-nhor. Va-mos pe-les sen-das e a-ta-lhos pa-ra de-mon-strar va-lor.

C. Scripture Activities
Perform the following activities with scriptures that you will use today in your teaching.

1. To improve how you stress words when you speak, select a passage of scripture and highlight the stressed syllable in each word. Read the passage out loud and then listen to a native speaker read it. Check to make sure that the syllables that you marked match the stress indicated by the native speaker.
2. To improve the way you use and pronounce syllables of words, select a passage of scripture. Break up each word into syllables and then read it out loud. Listen to how a native says the same verse. Did they say each word breaking it up into the same syllables that you had marked?
3. To find out how you can improve your pronunciation, read a scripture or passage from *Pregar Meu Evangelho* out loud in the mission language. Have a native speaker listen as you read. Ask him or her to point out at least three words or phrases where you can improve your pronunciation. Then repractice those three things with the native speaker listening.
4. To improve your fluency, select a scriptural passage you will use in your teaching today. Read the passage all the way through three times. Note how your fluency improves each time. Then go to the first verse of the chapter where the verses you are studying are found and read through until you are well beyond your selected verses. Note how much better the verses you are studying "feel" as you read them.

**Repeat the above scripture activities with new verses that you want to prepare to share with investigators and members to help you use them more effectively.

Cognates

Examples from *Vocabulary and Phrases*

Death is part of the plan of **salvation**.	A morte faz parte do plano de **salvação**.
Enduring to the end is a personal **responsibility**.	Perseverar até o fim é uma **responsabilidade** pessoal.
God commands the prophets to **testify** of Christ.	Deus manda que os profetas **testifiquem** de Cristo.
Through Jesus Christ, we can overcome **spiritual** death.	Por meio de Jesus Cristo podemos superar a morte **espiritual**.

Explanation

A **cognate** is a word that is related to another word in a different language. They look very similar, and they usually have the same meaning. For example:

English	→	Portuguese
possible	→	possível
activate	→	ativar
mission	→	missão
spiritually	→	espiritualmente

Following are some patterns between English and Portuguese cognates:

3a

Verbs

-ate	-ar
communicate	comunicar

-pose	-por
expose	expor

-tract	-trair
attract	atrair

-fy	-ficar
magnify	magnificar

-tain	-ter
contain	conter

Nouns

-ism	-ismo
Catholicism	catolicismo

-ist	-ista
artist	artista

-ty	-dade
humility	humildade
authority	autoridade
ence/-ency	--ência
reverence	reverência
urgency	urgência

-tion/-sion	-ção/são
situation	situação
decision	decisão

Adjectives

-able/ible	-ável/-ível
probable	provável
terrible	terrível

-al	-al
personal	pessoal

Adverbs

-ly	-mente
powerfully	poderosamente

Note: added to the feminine form of the adjective

False Cognates

There are many words that look like English cognates but do NOT mean the same thing. You will learn them with time. Here are some examples:

False Cognate	Translation	Often mistaken for:
grávida	pregnant	grave (grave)
êxito	success	exit (saída)
atualmente	at the present time	actually (na verdade)

Activities (see answers on p. 195)

A. Cognates
Look up the meaning and use of the following words in a dictionary. If they are false cognates, make flash cards with the real meaning. Check your answers.

1. profeta 2. estado 3. clima 4. equivalente 5. humor
6. familiar 7. testificar 8. idioma 9. diferente 10. remédio
11. obter 12. nota 13. questão 14. atualmente 15. urgência

Do Something More

When you are with investigators and other native speakers, pay attention to cognates that they use. Write these words down. Look them up in the dictionary and write down the difference in meaning, if there is one, between the cognate and the English word.

B. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Quais ***questões** tem para nós?
What questions do you have for us?

2. Às vezes Satanás ***blinda** a gente da verdade.
Sometimes Satan blinds people from the truth.

3. Quando oro ***realizo** quantas bênçãos recebo.
When I pray I realize how many blessings I receive.

4. **Atendemos** a igreja todos os domingos.
We attend church every Sunday.

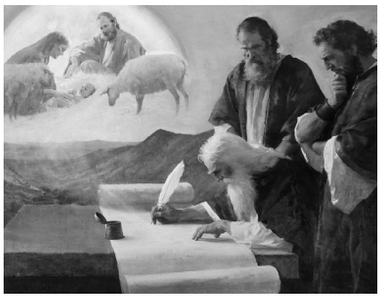
5. Sei que você pode ***suceder** se se esforça.
I know that you can succeed if you make an effort.

6. Você assiste a ***massa**?
Do you attend Mass?

C. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Atualmente, podemos vir amanhã às seis?
2. Temos que ser sensitivos ao Espírito.
3. Na livraria genealógica há muitos registros.
4. Os irmãos devem magnificar o sacerdócio de Deus.
5. Nesse momento, realizei que tinha que mudar.
6. Os pais têm que suportar a família.
7. Tenho uma questão para você.
8. Todos os meus relativos são membros da igreja.
9. Temos que preencher esta forma para o batismo.
10. Quando oramos, devemos fazê-lo com humildade.
11. Assistimos o Irmão Da Silva com uma bênção.
12. Jesus Cristo pode nos santificar espiritualmente.
13. Recebemos bênçãos temporárias e espirituais ao pagar o dízimo.
14. Os profetas recebem revelação.

D. Companion Activity
With your companion, make a list of 20 cognates and discuss either their differences or similarities to the Portuguese words. Think about which of these words you could use and which will help you in an upcoming teaching appointment. Make them a part of a lesson plan that you will teach today or tomorrow.



E. Scripture Activity

In 3 Ne. 11 you will find many cognates that you can use in teaching situations. Locate them and write them down on a separate piece of paper. Look up each word to make sure it is not a false cognate. Using your list, create a short lesson plan to explain the story in 3 Ne. 11 to an investigator.

F. *Preach My Gospel* Activity

Go to page 68 in your Portuguese *Pregar Meu Evangelho* (lesson plan of 3–5 minutes). Write down as many cognates as you can find. See if the cognates help you understand the meanings of other words that you might not be familiar with. Practice teaching a short version of this lesson to your companion. See how much of the lesson you can teach with the cognates you have written down and the other words that you were able to figure out the meanings of. Make a list of other words that you are going to need in order to teach this lesson effectively, and set a goal to learn them.

G. Language Study Plan Activities

1. "Actively listen," bullet 1. Listen carefully to native speakers. Especially note when they use words that sound like cognates in ways that differ from their English meanings. Look up those words and learn how to use them correctly.

2. "Ask others to help you," bullet 5. Read out loud in Portuguese, paying special attention to how you pronounce cognates. **No Portuguese cognate is pronounced exactly the same as its English counterpart.** Ask native speakers to listen to you pronounce cognates and correct you.

3. "Memorize vocabulary and phrases," bullet 1. Find cognates in your Portuguese materials that you can use in teaching specific lessons. Check to make sure each cognate actually means what you think it means.

Asking about and expressing
A State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God is our Father and **we** are His children. (Subject Pronouns)
- God **is** a merciful Being. (*Ser)*
- He **is** happy when we **are** happy. (*Estar*)
- The fullness of the gospel was **not** on the earth during the Great Apostasy. (Negation)
- Joseph Smith **was** 14 years old. (Common Expressions: Expressions with *Ter*)
- **What is** a prophet? (Questions)
- **It wasn't raining** when Noah built the ark. (Temperature and Weather)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrine from the Lessons</u>

- God Is Our Loving Heavenly Father (Who is God? What is our relationship to Him?)
- The Great Apostasy (What is an apostasy? Was the gospel on the earth during the Apostasy?)
- Pre-Earth Life (What was our life like before we came to earth?)
- Our Life on Earth (What is the purpose of life?)
- The Atonement (What is the Atonement?)
- Faith in Jesus Christ (What is faith? Who do we believe Christ is?)
- Baptism (What is baptism? What is an ordinance? What is a covenant?)
- The Gift of the Holy Ghost (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- The Law of Chastity (What is chastity?)
- The Word of Wisdom (What are things we should avoid taking into our bodies?)
- Eternal Marriage (What are the blessings of a temple marriage?)

<u>Tasks from the *Missionary Vocabulary and Phrases* Book</u>

- Ask Questions and Listen (How do I ask them in the language?)
- Explain Priesthood Ordinances (What is the priesthood? What is an ordinance?)
- Get to Know Someone (Who are they? What is their family like? What are their interests?)
- Meet Someone (Who are they? Who am I? Where do I come from?)

Subject Pronouns

Being

Examples from *Vocabulary and Phrases*

We are accountable for our own sins.	**Nós** somos responsáveis pelos nossos próprios pecados.
We understood and accepted this plan before this life.	**Nós** entendemos e aceitamos este plano antes desta vida.
Having faith in Christ means believing that **He** is the Son of God.	Ter fé em Cristo significa acreditar que **Ele** é o filho de Deus.
We are His children.	**Nós** somos Seus filhos.

Explanation

Every sentence has a subject. It is the noun (person, place, or thing) that the sentence is about, that does the action, or that is described. In the sentence "Joseph Smith saw Heavenly Father and Jesus Christ," the subject is Joseph Smith.

The subject of a sentence is often replaced with a pronoun (takes the place of a noun). These are the subject pronouns in Portuguese:

4a

**Throughout these grammar lessons, all verb conjugations will be shown in a chart like the one below. The left column shows singular forms and the right column shows plural forms; the first row shows the speaker(s), the second row shows the person or people addressed, and the third row shows the person or people spoken about or the person or people addressed, but in a formal manner.*

Subject Pronouns

eu (I)	nós (we)
tu (you) (singular/ informal)	vós (you) (plural/informal)
você (you) (singluar/semi-formal) o senhor (you) (masculine/ singular/formal) a senhora (you) (feminine/ singular/formal) ele (he) ela (she)	vocês (you) (plural/semiformal) os senhores (you) (masculine/plural/formal) as senhoras (you) (feminine/plural/formal) eles (they) (masculine) elas (they) (feminine)

Examples:

Meu companheiro e **eu** praticamos português enquanto trabalhamos. *My companion and I practice Portuguese while we work.*	Deus manda e **nós** devemos obedecer. *God commands and we must obey.*
E **tu**, vais com teus pais? *And you, are you going with your parents?*	Arrependei-vos todos **vós**, confins de terra. (Alma 5:50) *Repent, all ye ends of the earth.*
Como **você** sabe que Deus o ama? *How do you know that God loves you?*	Deus revela o evangelho aos profetas, e **eles** ensinam todos os outros. *God reveals the gospel to prophets, and they teach everyone else.*

Uses of Subject Pronouns

4b

Nós, Vós,* and *Eles/ Elas	*Nós*, *vós*, and *eles* are used when talking about more than one person. The feminine form, *elas,* is only used if **EVERY** member of the group is female.
Você* and *Tu	Portuguese has both a formal and an informal (or familiar) way of saying **you**. Portuguese speakers use *tu* when talking to friends, family, or people around their age or younger; they generally use *o senhor* or *a senhora* in place of *você.* In Brazil, *você* is generally used in place of *tu.*
	Missionaries in Brazil should use *você* at all times except as directed by their mission president. They should use *tu* **ONLY** when praying, performing priesthood ordinances, or giving blessings.

4c	***Vocês* and *Vós***	In the majority of the Portuguese-speaking world, *vocês* is always used to say **you** when talking to a group of people. *Vós* is always used in the scriptures, and it is used occasionally in Portugal when talking in the informal or familiar form to a group of people. Missionaries should always use *vocês* except as directed by their mission president.
4d	***O(s) Senhor(es)*** ***A(s) Senhora(s)***	When addressing seniors or persons of high position, *o senhor* and *a senhora* are used to show respect. They are conjugated to the same as ele/ela/você, or eles/elas/vocês in plural, only the spoken pronoun is changed: **O Senhor** sabe onde é que ficam os correios? *Do you know where the post office is?*
4e	**Leaving Out Subject Pronouns**	When the context of the sentence or the verb ending/conjugations make it clear who the subject is, the subject pronoun is usually omitted in Portuguese. However, subject pronouns are used to clarify, emphasize, or establish a contrast between subjects. **Eu** ensino e **você** aprende. *I teach and you learn.* In the example above, there are two different subjects, so pronouns are used for emphasis.

Activities (see answers on p. 195)

A. Choose the Pronoun

On a separate sheet of paper, write the answers to each of the questions below. Check your answers when you finish.

1. Which pronoun would you use to pray about a group of four elders and two sisters?
2. Which pronoun would a bishop use to talk about the members of the Relief Society?
3. Which pronoun would you use to ask an investigator about his/her experience with prayer?
4. Which pronoun would you use when addressing Heavenly Father in your prayer?
5. Which pronoun would Christ use to address the Apostles during the last supper?
6. Which pronoun would you use to address a group of investigators when helping them apply a scripture to their lives?
7. Which pronoun would Christ have used when speaking to the women at the tomb after His resurrection?
8. Which pronoun would a companionship of sisters use when introducing themselves?

B. Use the Picture

Use the picture below to answer the questions. Check your answers when you finish.

Example: What pronoun would #9 use to talk to #10? **Tu**

1. What pronoun would #7 use to talk to #8?
2. What pronoun would #3 use to talk to #1 and #2?
3. What pronoun would #6 use to talk about #4 and #10?
4. What pronoun would #8 use to talk to #6, #9, and #10?
5. What pronoun would you and your companion use to talk to #4?
6. What pronoun would #2 use to talk to #9, assuming they do not know each other well?
7. What pronoun would #10 use to talk about herself in addition to #1, #3, and #8?
8. What pronoun would you use to talk about #5, #6, and #4?
9. What pronoun would #6 use to talk about himself in addition to #4 and #5?
10. What pronoun would #10 use to talk about #7?
11. What pronoun would #2 use to talk about #1?
12. What pronoun would you and your companion use to talk to #5, #4, #6, #3, #2, and #1?
13. What pronoun would #9 use to talk about himself?
14. What pronoun would #3 use to talk to #1 and #4?
15. What pronoun would you and your companion use to talk to #1?
16. What pronoun would #4 use to talk to #5 and #6?

Note : The following two activities assume that you have learned about verbs and how to conjugate them.

C. Recognizing Subjects

Each sentence below can have one or more subjects. On a separate sheet of paper, write down the possible subjects for each sentence. Check your answers after you finish.

Example**:** Ora todos os dias. → Subject(s): ele, ela, você

1. Oro todos os dias.
2. Sabemos que Deus vive.
3. Acredita em Jesus Cristo?
4. Leio o Livro de Mórmon.
5. Reconhece a verdade.
6. Escuta a palavra de Deus.
7. Vai à Primária?
8. Estuda a Bíblia.
9. Aprendem o evangelho.
10. Recebem respostas às suas orações.
11. Vai à capela.
12. Amais Deus.

D. Emphasizing Subjects

Each question below is composed of two sentences. On a separate sheet of paper, change each pair of sentences into one sentence and use subject pronouns to emphasize the subjects. Check your answers after you finish. Next, write five of your own sentence pairs that you will use today. Combine these like you did with the others to emphasize subjects.

Example :

Hoje de manhã estou estudando o Livro de Mórmon. Está estudando (você) Doutrina e Convênios.
This morning I'm studying the Book of Mormon. You're studying the Doctrine and Covenants.

Hoje de manhã eu estou estudando o Livro de Mórmon, mas você está estudando Doutrina e Convênios.
This morning I'm *studying the Book of Mormon, but* you're *studying the Doctrine and Covenants.*

1. Somos missionários. São (vocês) membros.
We are missionaries. You are members.
2. Tenho duas irmãs. Tem (você) três.
I have two sisters. You have three.
3. Tenho cinco meses na missão. Tem (você) sete.
I have been in the mission for five months. You have been in the mission for seven.
4. Vão (eles) à reunião do sacerdócio. Vão (elas) à reunião da Sociedade de Socorro.
They go to priesthood meeting. They go to Relief Society meeting.
5. Quer (ele) se batizar no dia 24 de Fevereiro. Quer (ela) se batizar no dia 25 de Fevereiro.
He wants to be baptized on February 24. She wants to be baptized on February 25.
6. É (ela) recém-conversa. São (eles) membros faz três anos.
She is a new convert. They have been members for three years.

E. Common Errors

Try to figure out what is wrong with each sentence and why it is wrong. Then check your answer against the one listed in the answers section. The translation under the sentence is what the speaker was trying to say, not necessarily what the sentence actually says. Next, pick a principle that you will be teaching today, write out how you might teach it and check to make sure you didn't make any of these errors.

1. Eu faço exercícios e ***eu** estudo da manhã.
I exercise and study in the morning.
2. ***Vocês** somos missionários.
We are missionaries.
3. Ele sente o Espírito quando ***ele** lê o Livro de Mórmon.
He feels the Spirit when he reads the Book of Mormon.
4. **Seu** é daqui?
Are you from here?
5. Nós aprendemos muito quando ***nós** estudamos.
We learn a lot when we study.
6. Como está? Bem, e **seu**?
How are you? Good, and you?

F. Scripture Activities

Look up two or three scriptures that you will use to teach today. List any subject pronouns used and why they were used. Discuss your list with your companion or a native speaker to make sure you understood why they were used. Use those pronouns appropriately as you share those verses today.

G. *Preach My Gospel* Activity
Turn to page 31 of *Pregar Meu Evangelho*. Read the two paragraphs under the heading "Deus É Nosso Amoroso Pai Celestial," paying special attention to the use of subject pronouns. Then answer the question below on a separate sheet of paper. Check your answer afterward to see how it compares to the one given in this book.

Question: Why are the subject pronouns *ele* and *nós* used so much in these two paragraphs?

Teach the principles in these two paragraphs to your companion as if he or she were a new investigator, paying special attention to your use of subject pronouns.

H. Language Study Plan Activity
"Actively listen," Bullet 3. Listen carefully throughout the day today and pay attention to when native speakers use subject pronouns. Why do they use them? Do you use them in the same way?

Ser vs. *Estar* vs. *Ficar*

Being

Examples

Families **are** central to God's plan.	As famílias **são** a parte central do plano de Deus.
Where is the chapel?	Onde é que **fica** a capela?
He **is** happier with the gospel.	Ele **está** mais feliz com o evangelho.
We **are** responsible for our own sins.	Nós **somos** responsáveis pelos nossos próprios pecados.

Explanation

The following sentences illustrate how Portuguese uses three different verbs to express the idea of **we are**.

Examples:

Somos filhos de Deus.
We are children of God.

Estamos na terra para aprender e progredir.
We are on earth to learn and progress.

Ficamos felizes ao ouvir que orou.
We are happy to hear that you prayed.

Forms of the Verbs *Ser* and *Estar*

Here are the present-tense forms of *ser, estar,* and *ficar.*

5a

ser		estar		ficar	
sou	somos	estou	estamos	fico	ficamos
és	sois	estás	estais	ficas	ficais
é	são	está	estão	fica	ficam

Uses of *Ser*

5b

Occupation, calling, religion, nationality, or relationship

Examples:

Deus **é** nosso Pai Celestial.
God is our Heavenly Father.

Nós **somos** Seus filhos.
We are His children.

Sou missionário.
I am a missionary.

Origin, ownership, or material of which something is made

Examples:

Sou do Brasil.
I am from Brazil.

Esta gravata **é** do meu irmão.
This is my brother's tie.

Minhas escrituras **são** de couro.
My scriptures are made of leather.

Expression of time and dates

Ser is used for the time of the day, the day of the week, the month of the year, the season of the year, or the year.

Examples:

Que dia **é** hoje? Hoje **é** a terça-feira.
What day is today? Today is Tuesday.

São quatro da tarde.
It is four o´clock in the afternoon.

É fevereiro; **é** inverno.
It is February; it is winter.

Uses of *Estar*

Tell the location of everything <u>except</u> events and immovable objects

Examples:

Onde **<u>estão</u>** as minhas escrituras?
Where are my scriptures?

João **<u>está</u>** a caminho e vai chegar em breve.
John is on his way and will be here shortly.

Nós **<u>estamos</u>** aqui para pregar o evangelho.
We are here to preach the gospel.

Describe a changed or temporary state, emotion, or condition (health, emotional state, weather, etc.)

Examples:

Ele **<u>está</u>** feliz por ter recebido uma resposta à sua oração
He is happy for having received an answer to his prayer.

Eu **<u>estou</u>** triste porque o pesquisador não estava.
I am sad because the investigador wasn't there.

<u>Estamos</u> cansados porque andamos muito hoje.
We are tired because we walked a lot today.

5c

Express physical or emotional states using the construction *estar com* (to be with) + <u>noun</u>

Examples:

Eles **<u>estão</u>** **<u>com</u>** fome.
They are hungry.

No Brasil, nunca **<u>estou</u>** **<u>com</u>** muito frio.
In Brazil I'm never very cold.

<u>Estamos</u> **<u>com</u>** sono mas continuaremos.
We are tired but we'll keep going.

Uses of Ficar

Express *to stay*

Examples:

Eu vou **<u>ficar</u>** no Brasil por dois anos para servir uma missão.
I will stay in Brazil for two years to serve a mission.

<u>Ficamos</u> na casa da missão até que recebermos o nosso companheiro.
We stay in the mission home until we get our companion.

Onde é que você vai **<u>ficar</u>**?
Where will you stay?

5d

Express *to have/keep* **and** *to get* **when combined with the preposition <u>com</u>.**

Examples:

Vocês **<u>ficam</u>** com esta cópia do Livro do Mórmon.
You keep/have this copy of the Book of Mormon.

Os missionários **<u>ficam</u>** com muito fome quando trabalham arduamente.
Missionaries get hungry when they work hard.

Express *to be* **(as in** *to get* **or** *to become***)**

Examples:

Pai celestial **<u>fica</u>** feliz quando oramos.
Heavenly Father is/gets/becomes happy when we pray.

Não **<u>ficamos</u>** desanimados com desafios.
We aren't/don't get/don't become discouraged with challenges.

Tell the location of immovable objects

Examples:

A igreja **fica** na Rua 25 de Julho.
The church is on July 25th Street.

O Brasil **fica** na América do Sul.
BrazilPortugal is in South America.

Ser, *Estar,* and *Ficar* with Location

5e

***Ser* and *Ficar* are used for the location of events and immovable objects.**

Examples:

As reuniões **são** na capela.
The meetings are in the chapel.

A atividade **é** no parque.
The activity is in the park.

A capela **é** na Rua São Miguel.
The chapel is on São Miguel Street.

A capela **fica** na Rua São Miguel.
The chapel is on São Miguel Street.

***Estar* is used for location of everything but events and immovable objects. *Ficar* can also be used in certain circumstances, but when referring to people it more often means *to stay*.**

Examples:

Estamos aqui para aprender e progredir.
We are here to learn and progress.

Ficamos aqui para aprender e progredir.
*We **stay** here to learn and progress.*

Estou em Provo.
I am in Provo.

Fico em Provo.
*I am **staying** in Provo*

Onde **estão** as minhas escrituras?
Where are my scriptures?

Ser and *Estar* with Adjectives

***Ser* — Expected Characteristic.** *Ser* is used to describe (1) conditions that are not expected to change over time and (2) normal qualities or characteristics of something, such as nationality, attributes, or personality.

***Estar* — Immediate Perception.** *Estar* is used to talk about a noticeable and changeable state or condition.

***Ficar* — Progressive State.** *Ficar* is used to talk about becoming or getting to a state or condition.

Expected or Permanent Condition		Immediate Perception		Progressive State
O missionário **é** aborrecido. *The missionary is boring. (He´s a boring person)*	→	O missionário **está** aborrecido. *The missionary is bored. (His current state)*	→	O missionário **fica** aborrecido... *The missionary gets bored (when)...*
Como **é** o meu companheiro? Meu companheiro **é** muito simpático e amigável. *What is my companion like? My companion is very kind and friendly.*	→	Como **está** o meu companheiro? Meu companheiro **está** doente hoje. *How is my companion doing? My companion is sick today.*	→	Como **está** o meu companheiro? Meu companheiro sempre **fica** doente. *How is my companion doing? My companion always gets sick.*
Sou feliz. *I´m happy. (I´m a happy person)*	→	**Estou** muito feliz hoje. *I´m very happy today.*	→	**Fico** muito feliz hoje. *I´m very happy today.*

5f

Note that some adjectives convey different meanings depending on whether they are used with *ser* or *estar*. The following table shows some common examples.

Adjective	Ser	Estar	Ficar
aborrecido	*boring*	*bored*	*get bored*
limpo	*tidy*	*clean*	*get clean*
pronto	*prompt, quick*	*ready*	*to get ready*
mal	*evil*	*sick*	*usually get sick*
verde	*green—color*	*green—not ripe*	*becoming green*
vivo	*lively*	*alive*	*to stay alive*

Activities (see answers on pp. 195–196)

A. *Ser* or *Estar*?

Decide whether you would use *ser*, *estar,* or *ficar* in the following sentences. Many sentences will have two correct answers. Check your answers.

1. **We're** grateful for this opportunity.
2. Who **is** that?
3. Maria **is** very faithful.
4. Faith **is** important.
5. **I'm** happy to be here.
6. **She's** interested in the gospel.
7. What **is** your family like?
8. God **is** loving.
9. This food **tastes** delicious.
10. **We're** on earth to learn.
11. The gospel **is** wonderful.
12. **Are** you ready for your baptism?
13. Brother Gomes **is** sick.
14. The water **is** hot today.
15. This book **is** special.
16. What time **is** it?
17. Prophets **are** essential.
18. Why **is** he worried?
19. Where **are** the meetings?
20. When **I'm** sad, I count my blessings.

B. Translation

Translate the following sentences on a separate sheet of paper. Pay close attention to your use of *ser*, *estar,* and *ficar*. Check your answers.

1. Are you (plural formal) interested?
2. Where is the zone meeting?
3. The church is near the park.
4. Where is heaven?
5. The book is John's.
6. We are obedient missionaries.
7. We're here to teach the gospel.
8. How are you (sing. formal)?
9. I'm from Utah.
10. Baptismal clothing is white.
11. It's time to go to the activity.
12. It's five o'clock.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. *__Estou__ missionário.
   I am a missionary.
2. Minha irmã *__é__ em outra missão.
   My sister is in another mission.
3. *__É__ cinco da tarde.
   It's five in the afternoon.
4. Meu companheiro *__é__ no banheiro.
   My companion is in the bathroom.
5. *__Está__ tarde.
   It's late.
6. O lápis *__é__ na mochila.
   The pencil is in the backpack.
7. *__Sou__ doente esta manhã.
   I am sick this morning.
8. Ele *__é__ pronto para o evangelho.
   He is ready for the gospel.
9. A igreja *__está__ na outra rua.
   The church is on the other road.
10. *__Estou__ de San Diego, California.
    I am from San Diego, California.
11. A conferência *__está__ na capela.
    The conference is in the chapel.
12. *__Sou__ aqui para ajudar.
    I am here to help.
13. Onde *__é__ o seu amigo?
    Where is your friend?
14. *__Somos__ aqui durante dois anos.
    We're here for two years.
15. Ele *__fica__ na rua Carreira.
    He is on Carreira street.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Estamos missionários durante dois anos.
2. Este problema é difícil.
3. Meu companheiro é excelente.
4. Onde são as minhas escrituras?
5. Somos prontos para a sua entrevista.
6. A igreja está na rua São João.
7. O templo é por aqui.
8. A reunião está no centro da estaca.
9. Meu pai está uma pessoa feliz.
10. O templo é a Casa do Senhor.
11. Estão às sete da manhã.
12. Podemos ser limpos dos nossos pecados.
13. É muito tarde para ligar o bispo.
14. Somos gratos por ser aqui.
15. Sou muito contente de ser com você.
16. Meu bispo é amigável.

E. Error Correction — Paragraph

There are four errors in this paragraph. Find and fix the errors. Check your answers after you finish.

> Nós estamos missionários da Igreja de Jesus Cristo dos Santos dos Últimos Dias. Sou Élder Rodrigues e ele é o meu companheiro o Élder Fernandes. Somos felizes por ter a oportunidade de compartilhar uma mensagem sobre Deus e Jesus Cristo. Deus é o nosso Pai Celestial. Nós somos Seus filhos. Somos aqui na terra por uma razão. Se obedecermos os mandamentos que Deus revela por meio dos profetas, podemos ser com Deus outra vez.

F. Companion Activity

Ask and answer the following questions with your companion. Answer with complete sentences.

Example: Por que estamos na terra? Estamos na terra para aprender de Deus.

1. Por que estamos na terra?
2. Está contento de ser missionário?
3. Quem está na casa da missão?
4. É um missionário?
5. De quem é o evangelho?
6. Onde fica a capela?
7. Onde fica a igreja?
8. De onde são nossos investigadores?
9. Como é o presidente da missão?
10. Que dia é hoje?
11. Por que as metas são importantes?
12. Onde fica o serviço batismal?

G. Scripture Activity

Read Moro. 8:8. Notice how the verse refers to the sick as "os que **estão** doentes," while it says that "as criancinhas **são** sãs." Why are *ser* and *estar* used like this? Discuss this with your companion. Compare your answer with the one given in the answer section. How could you use this verse to teach someone? Practice teaching your companion using this verse and get feedback.

H. Scripture Activity

Read Moisés 6:63. For each use of *ser* or *estar*, write down the reason why one was used over the other on a separate sheet of paper. Check your answers after you finish.

I. Language Study Plan Activities

1. "Actively listen," bullet 4. Set a goal to focus on people's use of *ser* and *estar*. Write down each time someone uses *ser* when you would have used *estar* and vice versa. Discuss your list with your companion or a native speaker and figure out the reasons for each use.

2. "Improve your ability to read and write," bullet 2. Read a chapter in the Book of Mormon that you will use in whole or in part in teaching someone this week. Focus on *ser* and *estar*. Think about each use of those verbs and try to come up with a reason for each use. Identify a specific investigator that you will teach using those scriptures and write out what you might say to share those scriptures, paying particular attention to your use of *ser* and *estar*. Practice teaching it to your companion.

3. "Learn grammar," bullet 2. Write down five sentences using *ser* and five sentences using *estar* that you can use in an upcoming teaching situation. Have your companion or a native check your sentences.

4. "Ask others to help you," bullet 2. Describe yourself to a member or other native Portuguese speakers. Focus on your use of *ser* and *estar* and get feedback. Then have the native speaker describe you based on what you told them the first time. How did they use *ser* and *estar* differently from you or in what way was their description different? Discuss these questions with the native.

Negation

Examples from *Vocabulary and Phrases*

They told Joseph that **none** of the churches were true.	Eles disseram a José que **nenhuma** das igrejas era verdadeira.
Truth does **not** change with conditions or time.	A verdade **não** muda com as condições ou o tempo.
We are **not** responsible for the Fall of Adam and Eve.	Nós **não** somos responsáveis pela Queda de Adão e Eva.

Explanation

6a

To make a sentence negative in Portuguese, place the word *não* in front of the verb. Object pronouns are placed between *não* and the verb.

Example: As pessoas **não** escutam aos profetas.
The people don´t listen to the prophets.

Nenhum

6b

Nenhum/a (instead of *não*) is used with nouns. It is used in the singular and agrees in gender with the noun it modifies.

Examples: **Nenhum** filho de Deus é melhor do que um outro.
No child of God is better than another.

Nenhuma coisa é impossível.
Nothing is impossible.

If the noun is understood, *nenhum/a* can be used by itself.

Examples: De todas as igrejas, **nenhuma** tinha o sacerdócio durante a apostasia.
Of all the churches, none had the priesthood during the Apostasy.

If another negative word (e.g., *nenhum/a, ninguém, nada, nunca, jamais*) comes **before** the verb, *não* is not used.

Examples: **Ninguém** é perfeito.
Nobody is perfect.

Nada é impossível se temos fé.
Nothing is impossible if we have faith.

Nunca devemos perder a esperança.
We should never lose hope.

Note: If a verb with an object pronoun follows a negative, the object pronoun must be before the verb rather than after.

Double Negative

6c

Portuguese often uses a double negative. If a negative word comes after the verb, *não* must come before the verb.

Examples:

Sentence	Literal Meaning	Actual Meaning
Não entendo **nada**.	*I **don't** understand **nothing**.*	*I don't understand anything.*
Não vejo **ninguém**.	*I **don't** see **nobody**.*	*I don't see anybody.*
Deus **não** mente **nunca**.	*God **doesn't** lie **never**.*	*God never lies, or God doesn't ever lie.*

Activities (see answers on pp. 196–197)

A. Negate

The following sentences contain incorrect doctrine. Negate the sentences so that they teach correct doctrine and write them on a separate sheet of paper. Check your answers.

For Example:
Incorrect doctrine: Adão e Eva podiam sentir dor no Jardim do Éden.
Correct doctrine: Adão e Eva não podiam sentir dor no Jardim do Éden.

1. Os que escutam ao profeta se desviam.
2. Lembramo-nos da nossa vida pré-terrena.
3. Os que rejeitam o evangelho recebem as bênçãos.
4. Todas as pessoas serão salvas.
5. Todas as pessoas inspiradas são profetas.
6. Adão e Eva podiam progredir no Jardim do Éden.
7. Éramos como o nosso Pai Celestial na vida pré-terrena.
8. Nós somos responsáveis pela queda de Adão e Eva.
9. Tínhamos corpos físicos na vida pré-terrena.
10. A morte muda a nossa personalidade.
11. Durante a apostasia o evangelho estava na terra.
12. Todos no mundo são perfeitos.
13. Podemos vencer os efeitos do pecado por nós mesmos.
14. A verdade muda com as condições.
15. Havia autoridade para realizar ordenanças durante a Apostasia.
16. Com a expiação, Jesus eliminou a nossa responsabilidade.

B. Fill in the Blank

On a separate sheet of paper, write the negative word that completes each sentence. Check your answers.

1. ___ (*none*) de nós é perfeito.
2. ___ há ___ (*there is nothing*) mais importante para nós do que as famílias.
3. Embora fosse tentado, Jesus Cristo ___ (never) caiu em tentação.
4. Durante uma apostasia ___ há ___ (*there is nobody*) que tenha autoridade.
5. Se escutarmos aos profetas, os conflitos do mundo ___ nos impedirão. (*will not*)
6. ___ coisa impura pode entrar no reino de Deus.
7. Os líderes locais da Igreja ___ recebem ___ tipo de compensação económica.
8. Jesus disse a Joseph que ___ se unisse a ___ (don't join any) das igrejas.
9. ___ (*nobody*) pode morar com Deus, mas, sim, por meio de Jesus Cristo.
10. Depois de arrepender-nos, ___ (*never*) mais devemos cometer esses pecados.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Ninguém** homem pode servir a dois mestres.
   No man can serve two masters.
2. Se obedecer, não perderá ***nada** das bênçãos.
   If you obey, you won't lose any of the blessings.
3. ***Não** pessoa é perfeita.
   No person is perfect.
4. ***Não** tentação é impossível vencer.
   No temptation is impossible to overcome.
5. ***Há nada** mais importante para nós do que as famílias.
   There is nothing more important for us than our families.
6. ***Devemos nunca** perder a fé.
   We should never lose faith.
7. ***É não** um grande problema irmos com você à capela.
   It's not a big problem for us to go to church with you.
8. ***Há nada** que seja insignificante para Deus.
   There is nobody that is insignificant to God.
9. Durante a Apostasia ***ninguém** igreja tinha autoridade.
   During the Apostasy no church had authority.
10. ***É não** bom faltar as reuniões da Igreja.
    It's not good to miss church meetings.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Não tenho nenhuma dúvida de que a Igreja é verdadeira.
2. Devemos nunca duvidar de Deus.
3. Não problema é pequeno de mais para Deus.
4. O batismo não vale nada sem o dom do Espírito Santo.
5. Por que não podia cumprir com o seu compromisso na segunda-feira?
6. Deus não dá nenhum mandamento sem preperar o caminho.
7. Há nada que não podemos fazer com a ajuda de Deus.
8. Nunca deixe de tentar!
9. Sem a Expiação, não podemos fazer nada.
10. Há nada que não tem valor.
11. Jesus não tinha nenhum pecado.
12. Seu amigo é não membro da Igreja?
13. Nenhuma circumstância pode nos separar do amor de Deus.
14. Não pessoa pode ser salva sem Jesus Cristo.
15. É não possível sempre fazer decisões corretas.
16. As criancinhas não precisam se batizar.

E. Companion Activities

1. Tell your companion as many things as you can that missionaries should not do. (Example: *Não devemos ir à praia.*) Get feedback on your use of negation from your companion.

2. On a separate piece of paper, write down habits that you and your companion want to change. Use negation in writing your goals. (Example: *Não devemos descansar mais do que cinco minutos.*)

F. Lesson Plan Activity

Using negation, create a lesson plan for the Word of Wisdom that you can use with one of your current investigators. Include some scriptures that use negation as well. Have your companion or a native speaker check your lesson plan. Practice teaching your lesson plan to your companion in the role of your investigator. Personalize your teaching to that investigator and get feedback afterward on how well you used negation.

G. Scripture Activity

The following scriptures contain negations. On another piece of paper, write down the phrases in these verses that use negation. Check your answers. Write out some sentences that will help you share these passages with one of your investigators and practice sharing them with your companion.

Heb. 5:4	1 Ne. 3:7
Amós 3:7	2 Ne. 26:24

H. Language Study Plan Activities

1. "Actively listen," bullet 3. Listen to how natives form negative sentences. Pay special attention to the double negative and when and why it is used. Make a note of when natives use negation differently than you would and find out why.
2. "Memorize vocabulary and phrases," bullet 6. Memorize one or more of the scriptures from activity G. Practice sharing them with your companion and applying them to different situations.
3. "Learn grammar," bullet 1. Think of a topic that you are teaching today which might use negation. Look in the scriptures, *Pregar Meu Evangelho*, the *Liahona*, and other materials where that topic is talked about. Find examples of how negation is used. Use what you learn in your teaching.

Common Expressions

Being

Examples from *Vocabulary and Phrases*

Physical death is necessary to **become** immortal.	A morte física é necessária para **nos tornar** imortais.
As a result, Adam and Eve **became** mortal.	Como resultado, Adão e Eva **se tornaram** mortais.
We know that the Lord **will strengthen** you.	Sabemos que o Senhor **vai o fortalecer**.
We must learn to recognize God's influence in our lives.	**Temos que** aprender a reconhecer a influência de Deus na nossa vida.

Explanation

The following are some very common and useful expressions in Portuguese.

Expressions with *Ter*

7a

ter … anos	→	*to be … years old*
ter fome / sede	→	*to be hungry / thirsty*
ter calor / frío	→	*to be hot / cold*
ter cuidado	→	*to be careful*
ter pressa	→	*to be in a hurry*
ter razão	→	*to be right*
ter culpa	→	*to be at fault (to have blame)*
ter sono	→	*to be sleepy*
ter sorte	→	*to be lucky*
ter medo	→	*to be afraid*
ter vontade de (fazer algo)	→	*to feel like (doing something)*

Ter + *que* + infinitive (*to have to* or *must*)

Examples:

Temos que estudar muito.
We have to study a lot.

Tenho que ensinar com o Espírito.
I have to teach with the Spirit.

O que disse **tem que ser** verdadeiro.
What he/she said has to be true.

Ir + infinitive (*to be going to* [do something])

In daily conversation, this often replaces the future tense.

Examples:

Vamos ensinar a segunda lição.
We're going to teach the second lesson.

Vou falar com o presidente Costa.
I'm going to talk with President Costa.

7b

Fazer and *Haver* in Time Expressions

To express how long a person has been doing something or the idea of **ago**, Portuguese uses expressions with *fazer* and *haver*. *Fazer* is slightly more preferred in Brazil.

To say how long someone has been doing something: *faz/há* + time + *que* + verb (present tense)	**Faz** três meses que **sou** missionário. *I've been a missionary for three months.*
	Há três anos e meio que **são** membros. *They have been members for three and a half years.*
To say how long something had been going on: *fazia/havia* + time + *que* + verb (imperfect)	**Fazia** um ano que **iam** à igreja quando foram ao templo. *They had been going to church for a year when they went to the temple.*
	Havia três meses que **conhecia** a área. *I had known the area for three months.*
To say how long ago something happened: *faz/há* + time + *que* + verb (preterit)	**Faz** sete anos que **recebi** o Sacerdócio Aarônico. *I received the Aaronic Priesthood seven years ago.*
	Há dois anos que a minha família **se batizou**. *My family was baptized two years ago.*

Activities (see answers on p. 197)

A. Fill in the Blank: *ter + que*

On a separate sheet of paper, write the form of *ter* + *que* that should go in each blank. Pay attention to verb tense. Check your answers.

1. (Nós) ____ vir à terra para progredir.
   We had to come to earth in order to progress.
2. Se obedecemos Deus, Ele ____ nos abençoar.
   If we obey God, he has to bless us.
3. Um dia todas as pessoas ____ se apresentar diante de Deus.
   One day all people will have to stand before God.
4. (Você) ____ ter fé para receber as bênçãos que deseja.
   You have to have faith to receive the blessings you desire.
5. Depois que se batizarem, vocês ____ perseverar até o fim.
   After you are baptized, you will have to endure to the end.
6. O batismo ____ ser realizado por alguém que tenha a autoridade.
   Baptism has to be performed by someone who has authority.
7. (Nós) ____ ser sensíveis ao Espírito.
   We have to be sensitive to the Spirit
8. José Smith ____ passar por muitas provas na sua vida.
   Joseph Smith had to go through many trials in his life.
9. Eu sabia que ____ orar para saber por mim mesmo.
   I knew that I needed to pray in order to know for myself.
10. Sem a expiação de Jesus Cristo, (nós) ____ (would have to) permanecer nos nossos pecados.
    Without Christ's Atonement, we would have to remain in our sins.

B. Fill in the Blank: *ir*

On a separate sheet of paper, write the form of *ir* that should go in each blank. Pay attention to verb tense. Check your answers.

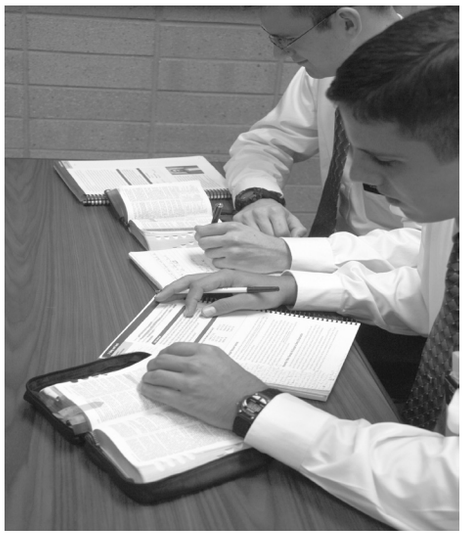
1. Hoje (nós) ____ falar sobre o plano de salvação.
   Today we are going to talk about the plan of salvation.
2. Então, (você) ____ ler estes dois capítulos antes da segunda-feira, não é?
   So, you're going to read these two chapters before Monday, right?

3. Se somos obedientes, Deus ____ nos abençoar.
   If we are obedient, God is going to bless us.
4. As pessoas que seguem o plano de Deus ____ herdar o reino celestial.
   The people that follow God's plan are going to inherit the celestial kingdom.
5. (Eu) ____ marcar este capítulo para que você possa encontrá-lo.
   I'm going to mark this chapter so that you can find it.
6. José Smith tinha fé que Deus ____ responder à sua oração.
   Joseph Smith had faith that God was going to answer his prayer.
7. Os profetas sabiam que as pessoas ____ rejeitar Jesus Cristo.
   The prophets knew that the people were going to reject Jesus Christ.
8. O que ____ fazer (você) para deixar de beber?
   What are you going to do to quit drinking?
9. Deus sabia que (nós) ____ passar por dificuldades.
   God knew we were going to go through trials.
10. Se somos dignos (nós) ____ ter o Espírito.
    If we are worthy, we're going to have the Spirit.

C. Translation: *fazer*

On a separate sheet of paper, translate the following sentences using expressions of time with *fazer*. Check your answers.

1. How long have you (sing. formal) been a member of the Church?
2. How long ago did you (sing. formal) receive the priesthood?
3. We have been visiting you (pl. formal) for a month.
4. How long has your (sing. formal) friend been interested in the gospel?
5. How long had you (pl. formal) lived here when the missionaries knocked on your door?
6. We've been teaching your (pl. formal) neighbors for several months.
7. How long did you (pl. formal) know your friend when he started asking about the Church?
8. Your (sing. formal) friend has known about the Church for several years.
9. How long have you (sing. formal) been reading the Book of Mormon?
10. Joseph Smith had been searching for the truth for a long time.



D. Translation: *haver*

On a separate sheet of paper, translate the following sentences using expressions of time with *haver*. Check your answers.

1. We met your neighbor about two weeks ago.
2. I've been a member for five years.
3. How long were (sing. formal) you married?
4. They've been reading the Book of Mormon for a year.
5. I've been in the mission field for six months.
6. Irmã Flores has been a member for four years.
7. I've been learning Portuguese for three months.
8. How long have you (pl. formal) been in this city?
9. How long have you (pl. formal) been attending church?
10. I've been a member of the Church for two years.

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Sou** 19 anos.
   I'm 19 years old.
2. ***Estamos a ir para ir** comer almoço.
   We are going to eat lunch.
3. ***Temos para ser** prontos quando você ligar.
   We have to be ready when you call.
4. Minha família se batizou ***três anos no passado**.
   My family was baptized three years ago.
5. Sou missionário ***por** dois meses.
   I've been a missionary for two months.
6. ***Temos ser** como Cristo.
   We have to be like Christ.

7. Você está aprendendo da Igreja ***por** dois meses.
   You've been learning about the Church for a couple months.
8. Decidi que ***fui** ser obediente.
   I decided that I was going to be obedient.

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Fazia dois meses que os missionários tinham nos visitado quando decidimos nos batizar.
2. Havia quanto tempo que vocês iam à igreja quando foram ao templo?
3. Ele é o bispo há dois anos.
4. Sou missionário há cinco meses.
5. Há muito tempo que você está na Igreja?
6. Faz quanto tempo que são casados?
7. Estou indo para ir preperar a lição.
8. O que tem para fazer para ter uma família mais unida?
9. Já estamos lhe esninando há três meses.
10. Há quanto tempo que você se batizou?
11. Está certo – tem para orar com fé.
12. A nossa nova pesquisadora é 23 anos.
13. Eu aprendi sobre o evangelho quatro anos no passado.
14. Deus sabia que Adão e Eva iam comer do fruto proibido.

G. *Pregar Meu Evangelho* Activity

Turn to page 94 of *Pregar Meu Evangelho* and look under the section "O Poder do Espírito na Conversão." President Packer talks about what we need to understand in order for conversion to take place. Using *ter* + *que*, write down as many sentences as you can describing what missionaries, investigators, and members have to feel for conversion to be successful. Share your sentences with your companion and discuss where you can improve.

H. Personal Activity

Go over your goals for today and write down sentences using *ir* + infinitive to tell what you are going to achieve and how you are going to achieve it. Share your sentences with your companion and ask for feedback. The *Answers* section has examples.

I. Companion Activity

Read through part of the *Missionary Handbook* with your companion and use *ter* + *que* to express some of the rules you must follow as missionaries. Find an area where you can improve and set a goal for it using *ter* + *que*.

J. Writing Activity

Write a paragraph of the expectations you have for yourself as a missionary using as many of the common expressions from the explanation as possible. Have a native speaker read your paragraph and give you feedback on your grammar.

Example: Tenho que ser diligente para atingir as minhas metas.

K. Scripture Activities

1. Read D&C 39:4 and find the common expression from this lesson used in the verse. Check your answer. Write down some other sentences using that expression that go along with the verse. Think of an investigator to whom you will soon teach the plan of salvation. Practice using this scripture to teach your companion a principle of the plan of salvation as if he or she were that investigator.
2. Read Mateus 5:6 and find the common expression from this lesson used in the verse. Check your answer. Think of a principle from the lessons that this scripture illustrates and think of an investigator you could share that principle with. Then practice sharing this scripture with your companion as if he or she were that investigator. Use the common expression from the verse to personalize the scripture as you teach.

L. Language Study Plan Activities

1. "Actively listen," bullet 1. Listen carefully to hear how natives use the expressions in this lesson. Also listen for other times when natives say something differently than you would have said it. Write down expressions you hear and find out what they mean.
2. "Learn grammar," bullet 2. Prepare sentences using common expressions that you can use in teaching today.

Being

Questions

Examples from *Vocabulary and Phrases*

What do you think about God?	**O que** pensa sobre Deus?
Why do you feel that way?	**Por que** se sente assim?
Are you still confused about what we discussed?	Ainda está confuso sobre o que falamos?
When do you have time this week?	**Quando** tem tempo esta semana?

Explanation

A question can either require a **yes**/**no** as an answer, or be open ended, where any response is possible. There are several ways to ask questions in Portuguese.

Yes/No Questions

8a

Intonation questions

One way of asking yes/no questions is by taking a statement and raising the tone of voice at the end of the sentence, without changing the word order.

tone of voice ↘		tone of voice ↗
Vocês têm filhos. *You have children.*	→	Vocês têm filhos? *Do you have children?*
Você gosta de comer. *You like to eat.*	→	Você gosta de comer? *Do you like to eat?*

Information Questions

Questions are also formed using interrogative words, such as **who**, **what**, **when**, **where**, **why**, **how,** and **which**. Use these kinds of questions when you expect more than a **yes/no** answer. Use them to get information. When asking these questions, lower your tone of voice just as you would when not asking a question.

Examples:

quem	*who/whom*	**por que**	*why*
que	*what/which*	**como**	*how*
quando	*when*	**qual (quais)**	*which one(s) / what*
onde	*where*	**quanto/a(s)**	*how many/how much*

8b

Quem são estas pessoas? *Who are these people?*	**Onde** a senhora trabalha? *Where do you work?*	**Qual** é o seu endereço? *What is your address?*
Quem sabe cozinhar? *Who knows how to cook?*	De **onde** vocês são? *Where are you all from?*	**Qual** é a sua lição preferida? *Which lesson is your favorite?*
O que gosta de fazer? *What do you like to do?*	**Por que** sai tão cedo? *Why do you leave so early?*	**Quantos** filhos tem? *How many children do you have?*
O que está fazendo? *What are you doing?*	**Por que** está numa missão? *Why are you on a mission?*	**Quanto** custa o livro? *How much does the book cost?*
Quando você trabalha? *When do you work?*	**Como** está? *How are you?*	
Quando se batizou? *When did you get baptized?*	**Como** podemos saber a verdade? *How can we know the truth?*	

Note that prepositions in Portuguese must always come before the question word. In English, it is acceptable to say, "Where are you from?" In Portuguese, the preposition comes first: *De onde é?* (*From where are you?*). *É de onde? (You are from where?)* is also acceptable. Sentences cannot end in a preposition.

O que and *Qual*

When used with the verb *ser*, there is an important difference in meaning between *o que* and *qual*.

O que* + *ser used to ask for a definition	**O que é** a fé? *What is faith?*	**O que é** um profeta? *What is a prophet?*
	O que é a apostasia? *What is apostasy?*	**O que são** as escrituras? *What are the scriptures?*

Qual (quais)* + *ser used to ask for specific information	**Qual é** o seu nome? *What is your name?*	**Qual é** a diferença entre um profeta e um apóstolo? *What is the difference between a prophet and an apostle?*
	Qual é o nosso propósito na vida? *What is our purpose in life?*	**Qual é** o seu problema? *What is your problem?*
	Quais são os seus livros preferidos? *What are your favorite books?*	**Quais são** os seus nomes? *What are your names?*

Activities (see answers on pp. 197–198)

A. Create Questions: Open-ended

Use the interrogatives *como*, *onde*, *quando*, o *que*, *quem*, and *quanto* to change the following statements into questions. Take turns asking and answering your new questions with your companion.

Example statement: Eu vou à classe.
Example question: Quem vai à classe?

1. Os pesquisadores oram todos os dias.
2. Ensinamos com poder.
3. As irmãs assistem à igreja.
4. Este livro contem a verdade.
5. Podemos receber uma resposta através do Espírito.
6. O bispo compartilha o seu testemunho na reunião.
7. Luís sabe a verdade.
8. Meus pais me ensinam o evangelho.
9. Nossos investigadores vivem no bairro São Lucas.
10. O Irmão Morais lê a Bíblia.

B. Turn the following statements into questions. The underlined section is the desired answer.

Example statement: Deus é <u>nosso Pai Celestial</u>.
Example question: Quem é Deus?

1. Deus chama profetas <u>para ensinar o Seu evangelho</u>.
2. Devemos acreditar <u>que Cristo é o Salvador do mundo</u>.
3. <u>Jesus Cristo</u> é o Salvador.
4. Somos batizados <u>por imersão</u>.
5. Vamos à igreja <u>aos domingos</u>.
6. O Livro de Mórmon é <u>outro testamento de Cristo</u>.

C. Fill in the blank.

On a separate sheet of paper write whether you would use *o que* or *qual* (*quais*) in each sentence. Check your answers when you finish.

1. ___ é a sua escritura preferida?
2. ___ é o arrependimento?
3. ___ é o seu hino preferido?
4. ___ é a revelação?
5. ___ é a sua religião?
6. ___ é o seu número de telefone?
7. ___ é a Queda?
8. ___ são os seus nomes?
9. ___ são as suas crenças?
10. ___ é o seu objetivo?
11. ___ é a Palavra de Sabedoria?
12. ___ são os princípios desta lição?

D. Companion Activity

Ask your companion the following questions in Portuguese and have him or her answer.

1. What is your favorite scripture story?
2. What blessings have you received on your mission?
3. Which principle is difficult for (<u>name of investigator</u>)?
4. What is your address?
5. What is the gospel?
6. What is faith?
7. Which investigator is progressing the most?
8. What are (<u>name of investigator</u>)'s doubts?
9. What are your goals for today?
10. Which lesson do we need to practice?
11. What time is it?
12. Which lesson are we going to teach?

E. Fill in the blank.
On a separate sheet of paper, write the question word that would complete each sentence. Check your answers.

Elders Martins and Torres are teaching Carlos about God's plan for us. Some of the questions that they asked Carlos during the lesson are found below. On a separate sheet of paper, write the appropriate interrogative word such as *o que*, *qual*, *por que*, *como,* and *quem*. Check your answers when you finish.

1. ___ Deus pode o ajudar na sua vida?
   How is it that God can help you in your daily life?
2. ___ acontece lá?
   What happens there?
3. ___ é a Queda?
   What is the Fall?
4. ___ é o mundo dos espíritos?
   What is the spirit world?
5. ___ a Queda foi necessária?
   Why was the Fall necessary?
6. ___ significa ser ressucitado?
   What does it mean to be resurrected?
7. ___ é o propósito da sua vida na terra?
   What is the purpose of your life on earth?
8. ___ será ressuscitado?
   Who will be resurrected?
9. ___ é a Expiacão?
   What is the Atonement?
10. ___ a ressurreição é importante?
    Why is the resurrection important?
11. ___ é a sua relação com Deus?
    What is your relationship with God?
12. ___ é o céu?
    What is heaven?

F. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Que** é o seu nome?
   What is your name?
2. ***Faz** você ter filhos?
   Do you have children?
3. ***Que** é a diferença?
   What's the difference?
4. Onde é você ***de**?
   Where are you from?
5. ***Que** é a sua escritura preferida?
   What is your favorite scripture?
6. Quem devemos confiar ***em**?
   Who should we trust in?
7. ***Que** é a sua dúvida?
   What is your concern?
8. ***Faz** ler as escrituras?
   Do you read the scriptures?

Do Something More

Write down the correct form to each question and identify a time today that you can ask each of these questions or similar ones that would be more appropriate to the situation.

G. Error Correction
Each question is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two questions that you could use in your teaching today that use the correct form of the word.

1. O que os profetas fazem?
2. Quando Cristo regressa?
3. Quem é a pessoa que falamos com?
4. Existe um Deus?
5. O que os profetas ensinam sobre?
6. O que é o seu livro preferido da Bíblia?
7. Quando estudamos?
8. Qual é o propósito do sacramento?
9. O que é o nosso objetivo?
10. Onde é o seu companheiro?
11. O que os seus pais dizem?
12. O que falamos sobre?

H. *Preach My Gospel* Activities

1. Review a lesson plan that you have recently used in your teaching. Write a question in Portuguese for each one of the main principles in the lesson. Then revise your questions making sure that they follow the instructions for asking good questions found in Chapter 10 of *Preach My Gospel*. Share these questions with your companion and evaluate them together. Also analyze how these questions could invite the Spirit and help the investigator to learn. Use these questions the next time you teach the lesson.

2. Do the activity on page 200 of *Pregar Meu Evangelho*. Write the questions in Portuguese and discuss them with your companion.

3. Read the "Perguntas a Fazer depois de Ensinar" section at the end of the first three lessons. Which questions use the word *o que*? Why is *o que* used instead of *qual*? Write out three other questions that you could use for each of the lessons using *o que*.

4. Choose a principle that you will be teaching today. Write out three questions that an investigator might ask about that principle. Find a scripture to answer each question and write a question that you could ask to help the investigator apply the scripture to themselves. Have a more advanced Portuguese speaker correct any errors.

Temperature and Weather

Explanation

Talking about the Weather

O tempo está bom *(The weather is good)*

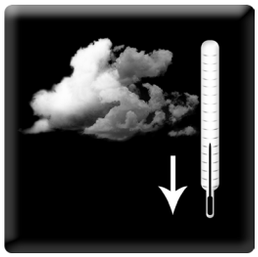
Há sol *(it's sunny)*

Está ensolarado *(it's sunny)*

Está claro *(it's clear)*

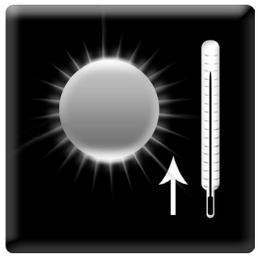
Está nublado *(it's cloudy)*

Está fresco *(it's cool)*



Faz frio *(it's cold)*

Está frio *(it's cold)*



Faz calor *(it's hot)*

Está quente *(it's hot)*

Está ventando *(it's windy)*

chuviscar (verb) (*to sprinkle, drizzle)*

O tempo está mal *(The weather is bad)*

chover (verb) *(to rain)*

Há neblina *(it's foggy)*

Trovejar *(to thunder)*

granizar (verb)/Cair granizo *(to hail)*

nevar / cair neve (verb) *(to snow)*

The verbs in the examples above are conjugated in third person singular and have no subject.

Examples:		
	Está chovendo. *It's raining.*	**Está nevando.** *It's snowing.*
	Chove muito aqui na primavera. *It rains a lot here in the spring.*	**Graniza** quando **faz frio.** *It hails when it gets cold.*

Note: Remember that Portuguese-speaking countries use the metric system, so temperature will be in Celsius.

Activities (see answers on p. 198)

A. Translation

Translate the following sentences. Check your answers.

1. It's hot.
2. It's sprinkling.
3. The sky is clear.
4. It's windy.
5. It's snowing.
6. It's raining.
7. It's foggy.
8. It's cool.
9. It's hailing.
10. The weather is bad.
11. It's cloudy.
12. It's cold.
13. The weather is good.

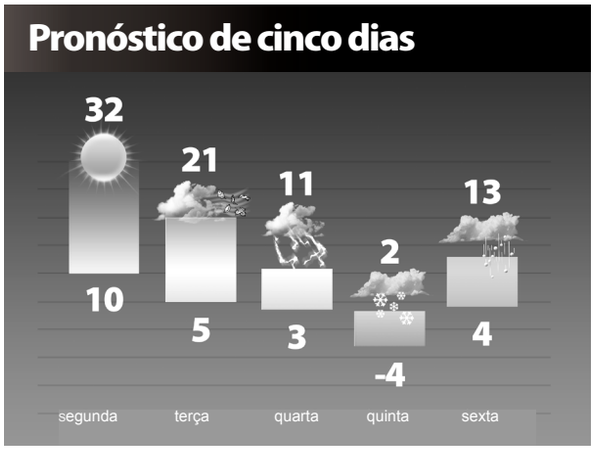
B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***É** calor.
   It's hot.
2. ***É** frio/calor.
   It's very cold/hot.
3. ***É** frio neste quarto.
   It's cold in this room.
4. ***É** ventoso.
   It's windy.

C. Companion Activity

Look at the five-day forecast to the right (remember that temperatures are in Celsius). Practice using the weather to start a conversation with your companion, who will act like a person on the street or in a park. Have your companion tell you what day of the week it is for each contact. Use phrases appropriate for the weather that day. Quickly shift the conversation to the Restoration, families, or another gospel topic. Set a goal to use the phrases about weather when contacting people.



D. Language Study Plan Activity

"Actively listen," bullet 1. Expressions about the weather can vary from country to country. Listen to how the natives in your mission talk about the weather and imitate what you hear.

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing a state of being

- Subject Pronouns
- *Ser e Estar*
- Negation
- Common Expressions (Expressions with *Ter*)
- Questions
- Temperature and Weather

Activities (see answers on p. 198)

A. Error Correction

There are five errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Deus é o nosso Pai Celestial e todos estamos filhos dele. Às vezes perguntamos: "Por que somos aqui?" Somos aqui na terra para aprender e crescer. Nesta vida somos não perfeitos, mas podemos estar limpos dos nossos pecados por meio da Expiação. Jesus Cristo é o filho de Deus e Ele sofreu pelos nossos pecados porque Ele nos ama e Ele é o nosso Mediador. Quando sou triste, penso no Seu sacrifício por mim. Ele está o nosso amigo e advogado?

B. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

1. Devemos nunca perder a esperança.
2. O batismo estará na capela.
3. A capela está perto da rua São Tomás.
4. De acordo com o que dissemos, qual é que o profeta faz?
5. É frío nesta parte da capela.
6. O que esta escritura fala sobre?
7. Quando eu leio e eu oro, sinto o Espírito.
8. Faz acreditar em Deus?
9. Fumar é não bom para a saúde.
10. Deus dá não mandamento espiritual.
11. Não filho de Deus é perfeito.
12. O que precisam ajuda com?
13. Podemos fazer nada sem a ajuda de Deus.
14. Estou grato pelo evangelho na minha vida.
15. Onde está a casa do seu amigo?
16. O que é o nosso propósito?
17. É pronto para o seu batismo?
18. Tenho nenhuma dúvida disso.
19. Seu vizinho é não membro da Igreja.
20. Cristo disse que ninguém igreja era correta.
21. O que aprende você quando estuda?
22. É não preciso saber todas as coisas nesta vida.
23. Deus é interessado nas nossas vidas.
24. Há nada mais importante do que o evangelho.
25. Onde os espíritos vai depois desta vida?
26. Como sente você o amor de Deus?
27. Vocês são corretos; a família é o mais importante.
28. Quais bênçãos você recebe quando você obedece?
29. Ninguém de nós é perfeito.
30. Está tarde; temos que ir.

C. Translation

On a separate sheet of paper, translate the words in parentheses into Portuguese. Check your answers. Say each of the sentences out loud and get feedback from a native speaker on your pronunciation. This exercise assumes that you can do present-tense conjugations.

1. (*We are*) gratos pelas nossas bênçãos.
2. Vocês (*are*) daqui?
3. (*It's hot*) fora hoje.
4. (*Do you* [pl. formal] *live*) perto daqui?
5. (*What*) você sente quando lê?
6. (*You* — sing. formal) (*are*) um filho de Deus.
7. A verdade (*doesn't change*) com o tempo.
8. (*Nobody*) (*is*) perfeito.
9. Não devemos (*be afraid*) de Deus.
10. O seu amigo mora (*where*)?
11. O batismo (*is*) na igreja.
12. (*We have*) uma reunião às sete.

13. (*When*) podemos voltar a visitá-los?
14. Nossa vida (*is*) uma bênção.
15. Se (*it rains*), a atividade será na capela.
16. (*We are*) aqui para um propósito.
17. (*I am*) grato pelo meu Pai Celestial.
18. (No) pessoa é perfeita.
19. (*I don't understand*) a sua pergunta.
20. (*We are*) filhos de Deus.

D. Companion Activities

1. Using subject pronouns, *ser* and *estar*, and negation, write out a lesson plan for the first two principles of lesson one. Focus on describing who God is and what the teachings of the gospel that bless families are. Include several questions in your plan. Have your companion check your lesson plan for grammar and vocabulary. Then practice teaching your plan to your companion or a native speaker as if he or she were a new investigator. Get feedback on your grammar and pronunciation.
2. With your companion, go through the first lesson and write down questions that you could ask for each principle. Use *ser* and *estar*, negation, and subject pronouns in your questions. Practice alternating principles and asking each other the questions you created.
3. Practice door or street contacts with your companion or a native speaker. Focus on clearly stating who you are and what your purpose is, as well as finding out who the people are and what their interests are. Use *ser* and *estar* and possessives correctly. Get feedback on how well you used each of these principles and how clear your introduction was.

E. Native Speaker Activity

Describe your family to a native speaker. Talk about the characteristics of each member of your family and what your family means to you. Relate what you talk about to the principle "O Evangelho Abençoa às Famílias." Focus on using *ser* and e*star*, subject pronouns, and negation. Get feedback on your grammar.

F. Scripture Activities

1. Read Mateus 16:13–18. Note how these verses use subject pronouns, *ser* and *estar*, and questions to discuss who Christ is. Write out a summary of what happens in the verses from a third-person point of view, paying special attention to how you use these grammar principles as you tell who Christ is, according to what the Apostles said. Have your companion check your summary. Think of an investigator who could benefit from these verses and teach this passage to your companion as if he or she were that investigator. Get feedback on your use of subject pronouns, *ser* and *estar*, possessives, and forming questions.
2. Read João 14:4–6 and write down the phrases and sentences that use negation, questions, and subject pronouns. Check your answers. Then use these verses to describe who Christ is as you teach your companion the principle "Por meio de Cristo Podemos Ser Purificados do Pecado." Get feedback on your use of these grammar principles and your pronunciation.
3. Read Morô. 7:16–17 and write down the sentences that use negation. Check your answers. Then use these verses to describe who the Holy Ghost is as you teach your companion the principle "O Dom do Espírito Santo" as if he or she were one of your investigators. Get feedback on your pronunciation and your use of negation.

G. Writing Activities

1. Using subject pronouns, *ser* and *estar*, and negation, write a paragraph about what Heavenly Father **is** (for example, *um Pai amoroso*) and what he **is not** (for example, *um personagem de espírito*). Using as many question words as you can (*que, como, onde*, etc.), write questions that you could use to check whether an investigator has understood after you've taught him or her the material in your paragraph. Examples in answer section.
2. Use subject pronouns, negation, and *ser* and *estar* to write a paragraph about our life on earth. Write about who we are, why we are here, and what we should and should not do in order to return to live with God. Write some questions that you could ask to check for understanding. Have your companion or a native speaker check what you wrote and then practice teaching it to him or her as if he or she were your investigator.

H. Reading Activity

With your companion, read the section "O Espírito Santo" on pages 92–94 of *Pegar Meu Evangelho.* After each paragraph, summarize what you read in your own words. Focus on using subject pronouns, *ser* and *estar*, and negation correctly as you describe who the Holy Ghost is. Get feedback on those principles. Also ask your companion several questions about each paragraph, focusing on correctly formulating questions.

Asking about and expressing
Possession or Ownership

Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up, or what blessings you have in your life. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- How have you felt **His** love in **your** life? (Possessives)
- God **has** a plan for us. (Present: Irregular: *ter*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- God Is Our Loving Heavenly Father (What is our relationship to God?)
- Our Life on Earth (What things do we have to help us in this life?)
- The Atonement (What did Christ suffer for us?)
- Through Christ We Can Be Cleansed from Sin (How does Christ remove our sins?)
- Repentance (How do we repent of our sins?)
- Baptism (What is our part of the covenant we make? What is God's part?)
- Pray Often (How do we receive answers to our prayers?)
- Study the Scriptures (How do the scriptures help us with problems in our lives?)
- The Law of Chastity (What does chastity include besides keeping our actions pure?)
- The Law of Tithing (Where does everything we have come from? What do we pay 10 percent on?)
- The Law of the Fast (How does fasting strengthen our prayers? What can we fast for?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Obtain Referrals (Who are their friends? What are their interests?)
- Offer a Prayer (How do we express our gratitude, thoughts, and desires to God?)

Possessives

Examples from *Vocabulary and Phrases*

We will be rewarded according to **our** works.	Seremos recompensados de acordo com as **nossas** obras.
Jesus Christ visited the Americas to teach **His** gospel.	Jesus Cristo visitou as Américas para ensinar os **Seu** Evangelho.
I ask thee to bless **my** companion.	Eu Te peço que abençoes o **meu** companheiro.
Eternal life is to receive **God's glory**.	A vida eterna é receber **a glória de Deus**.

Possession

Explanation

Possessive Adjectives

10a

Possessive adjectives are words that describe possession, like *my, your, his, her, its, our,* and *their.*

1. They normally come berfore the noun they modify.
2. They must agree in number and gender with the thing possessed, not the possessor.
3. They must be preceeded by an article (*o, a, os, as*) if being used adjectivally.

In Portuguese these words are as follows:

Masculine/Feminine Possessive Adjectives	
meu(s)/ minha(s) *my*	**nosso(s)/ nossa(s)** *our*
teu(s)/ tua(s) *thy/ your*	**vosso(s)/ vossa(s)** *thy/ your (plural)*
seu(s)/ sua(s) *your/ his/ her/ its*	**seu(s)/ sua(s)** *your, their*

Examples

O meu testemunho dos profetas tem crescido.
My testimony of the prophets has been growing.

A fé é importante na **nossa** vida.
Faith is important in our life.

O seu amor por nós foi tão grande que nos deu o Seu filho.
His love for us was so great that He gave us His Son.

Possessive Pronouns

A pronoun takes the place of a noun (a person, place, or thing). To form a possessive pronoun (*mine, yours, his, hers, theirs*), just use the possessive word instead of the noun it is replacing. This is differentiated in most English possessive adjectives by adding an *s,* with the exception of *my* which is *mine* in the possesive pronoun form.

10b

	Portuguese	English
Examples:	A minha família está bem. Como está **sua**?	*My family is fine. How is yours?*
	Existem muitas religiões, mas **a nossa** tem o sacerdócio: a autoridade de Deus.	*There are a lot of religions, but ours has the priesthood: the authority of God.*
	Este livro é **seu**?	*Is this book yours?*

As mentioned above, any of the words ***seu***, ***sua***, ***seus***, and ***suas*** can potentially mean any of the words *your, yours, his, her, hers, its, their,* or *theirs*. This can obviously cause confusion, so, at times, Portuguese speakers use other words to substitute and clarify the meaning of the sentence. Unlike the other possessive adjectives (***meu***, ***seu***, etc.), these words (***dele, dela, deles, delas, de você, de vocês***) follow the noun and agree with the possessor(s), not with the noun they modify.

10c

Preposition	+	Pronoun	=	Possessive/ *Contraction	English Translation
de	+	você	=	**de você**	*of you (yours)*
		ele		**dele***	*of him (his)*
		ela		**dela***	*of her (hers)*
		vocês		**de vocês**	*of you all (yours)*
		eles		**deles**	*of them (theirs)*
		elas		**delas**	*of them, the girls (theirs)*

Examples

Esta plaqueta é **dele**?
*Is this tag **his**?*

Estas são as escrituras **dela**.
*These scriptures are **hers**.*

Todos os moços da idade apropriada devem servir uma missão, mas a escolha é **deles**.
*Every young man of proper age should serve a mission, but the choice is **theirs**.*

Possession

Showing Noun Possession

10d

In English, possession is also expressed with ***'s*** (e.g., "John**'s** house," "the dog**'s** bone"). In Portuguese, instead of saying "John's house," people say "the house **of** John," and the word *de* is used (e.g., "o osso **do** cão").

Example: **Os filhos de Deus** aprendem dos profetas.
God's children learn from the prophets.

A responsabilidade das escrituras é para nos ensinar as palavras de Deus.
The scriptures' responsiblity is to teach us God's words.

Activities (see answers on p. 198)

A. Fill in the Blank

On a separate sheet of paper, write the possessive construction that would complete each sentence. Check your answers.

1. "Este é ___ (*my*) Filho Amado: Ouve-o!"
2. Podemos viver para sempre com ___ (*our*) famílias.
3. Devemos obedecer ___ (*our*) líderes.
4. Vai à ___ (*your — você)* aula da Primária?
5. Convidará ___ (*your — você)* amigo à lição?
6. ___ (*Our*) mensagem é simples.
7. ___ (*Our*) igreja tem profetas vivos.
8. ___ (*My*) pais me ensinaram o evangelho.
9. Passaremos por ___ (*your — vocês*) casa às sete.
10. Obrigado por___ (*your — vocês*) testemunhos.
11. "Assim resplandeça ___ (*your — vocês*) luz".
12. Lamã e Lemuel não obedeceram ao ___ (*their*) pai.
13. Amo Deus e quero obedecer aos ___ (*His*) mandamentos.
14. A presidente da Sociedade de Socorro tem uma amiga e nos deu ___ (*her*) número de telefone.

B. Fill in the Blank

On a separate sheet of paper, write the possessive construction that would complete each sentence. Check your answers.

1. O Livro de Mórmon é ___ (*yours — vocês*).
2. A oportunidade é ___ (*theirs — eles*).
3. O dinheiro para o dízimo não é ___ (*ours*).
4. Este número de telefone é ___ (*hers*)?
5. Estas bênçãos podem ser ___ (*mine*).
6. Que casa é ___ (*his*)?
7. A responsabilidade é ___ (*hers*).
8. Essa decisão é ___ (*yours — sing. formal*).
9. Cristo disse, "Estas palavras não são de homens, nem de um homem, mas são ___ (*mine*)".
10. O Espírito será ___ (yours) quando for confirmado.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Nosso ***Pai's** plano é para todos.
   Our Father's plan is for everyone.
2. Deus enviou o ***Seu** profetas para revelar a verdade.
   God sent His prophets to reveal the truth.
3. Essa promessa é ***seu**.
   That promise is yours.
4. Conhece ***nossos** igreja?
   Are you familiar with our church?
5. ***Nosso** vida é uma bênção.
   Our life is a blessing.
6. Sou grato por ***meu** bênçãos.
   I am grateful for my blessings.
7. Devemos escutar ***eles** palavras.
   We should listen to their words.
8. Podemos ter a lição em ***vocês** casa?
   Can we have the lesson at your house?

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Os dízimos são de Deus.
2. Meus pais foram um grande exemplo para mim.
3. Nossos profeta nos guia para fazer boas decisões.
4. Nesta vida, todos temos as nossas próprias provas.
5. Nossos presidente fala português também.
6. Devemos magnificar os nossos chamados.
7. Devemos guardar o Seu mandamentos.
8. Devemos servir os nossos irmãos.
9. Esta passagem é o meu preferido.
10. Seu amigos também podem assistir a atividade.
11. Deus responderá a sua oração.
12. Seu batismos serão no domingo.
13. O profeta's palavras são importantes.
14. Meu corpo é sagrado e devo o proteger.
15. Seu Espírito está presente em todas as coisas.
16. Suas orações são escutadas nos céus.

E. Companion Activities

1. Talk about your blessings with your companion. Focus on using possessives correctly and get feedback from your companion.
   Example: Esse Livro de Mórmon é seu.

2. With your companion, practice talking about your new investigators as you would during a ward council meeting. Tell what you know about their children, friends, job, hobbies, etc., using the appropriate possessive pronouns. Get feedback from your companion.
   Example: Na **sua** família há cinco filhos e eles vivem com **sua** mãe.

F. Scripture Activities

1. Read 3 Ne. 18:21. Write down the possessive adjectives and the nouns they modify. Check your answers. Then use this verse with your companion to practice teaching the importance of family prayer. Change the informal possessives to formal ones and personalize the scripture to one of your investigator families.
2. Read Alma 34:20–28. Write down the possessive adjectives and the nouns they modify. Check your answers. Create a lesson plan about prayer for one of your investigators and include these verses in it. Change the informal possessives to personalize it to your investigator and include a commitment to pray daily. Practice teaching your plan to your companion who will play the role of that investigator and get feedback on how well you used possessives.

   Example: Vossos campos → seus campos

G. Language Study Plan Activities

1. "Actively listen," bullet 1. Listen to how the natives in your mission express possession and imitate them. Write down any phrases they use that you would not have used. Pay special attention to how they use the definite article (*o*, *a*, *os*, *as*) instead of a possessive. Review these phrases with your companion at the end of the day.
2. "Learn grammar," bullet 2. Prepare 5–10 sentences using possessives that you can use in your scheduled activities today. Have your companion check your sentences. Practice using them throughout the day.

Present: Irregular

Examples from *Vocabulary and Phrases*

God **has** a body of flesh and bone that is perfect.	Deus **tem** um corpo de carne e ossos que é perfeito.
I know this **is** true from feeling the Holy Ghost.	**Sei** que isto **é** verdade por sentir o Espírito Santo.
This passage **says**...	Esta passagem **diz...**
When we die, **we go** to the spirit world.	Quando morremos **vamos** ao mundo dos espíritos.

Explanation

Most Portuguese verbs follow similar conjugation patterns. There are some verbs, however, that do not follow those patterns. They are called **irregular** verbs. The following are lists of the most common irregular verbs in the present divided by category of irregularity.

Multiple Irregularities

11a

These verbs have more than one irregularity. Note that some have written accent marks that regular verbs do not have and others are missing the written accent marks that regular verbs have.

dar (*to give*)		**estar** (*to be*)		***haver** (*to exist*)		**ir** (*to go*)		**ser** (*to be*)		**ver** (*to see*)	
do**u**	damos	esto**u**	estamos	**hei**	havemos	**vou**	**vamos**	so**u**	s**o**mos	v**ejo**	vemos
d**á**s	d**a**is	est**á**s	estais	**hás**	haveis	**vais**	**ides**	**és**	s**o**is	v**ê**s	vedes
d**á**	d**ão**	est**á**	est**ão**	**há**	h**ão**	**vai**	**vão**	**é**	s**ão**	v**ê**	v**êem**

**Haver* is rarely conjugated in any form other than the third person singular. It translates to mean “there is” and “there are”. e.g., Há muitas pessoas aqui (There are a lot of people here)

Irregular *Eu* Form

These verbs have an irregular *eu* form only. Note that the other forms have regular *–ar, -er,* and *–ir* conjugations.

11b

pedir (*to ask*)		**conhecer** (*to get to know*)		**dizer** (*to know*)		**fazer** (*to make, to do*)		**ouvir** (*to hear*)	
pe**ç**o	pedimos	conhe**ç**o	conhecemos	di**g**o	dizem	fa**ç**o	fazemos	ou**ç**o	ouvimos
pedes	pedis	conheces	conheceis	dizes	dizeis	fazes	fazeis	ouves	ouvis
pede	pedem	conhece	conhecem	diz*	dizem	faz*	fazem	ouve	ouvem

saber (to know)		**sentir** (*to feel*)		**trazer** (*to bring*)		**valer** (*to be worth*)		**vestir** (*to dress*)	
s**ei**	sabemos	s**i**nto	sentimos	tra**g**o	trazemos	val**ho**	valemos	v**i**sto	vestimos
sabes	sabeis	sentes	sentis	trazes	trazeis	vales	valeis	vestes	vestis
sabe	sabem	sente	sentem	traz*	trazen	vale	valem	veste	vestem

Most verbs that end in *-cer* follow the same pattern as *conhecer*. These verbs include *agradecer*, *convencer, crescer*, *estabelecer*, *obedecer*, *oferecer*, *parecer*, *permanecer*, *pertencer,* and *vencer* .

*These words drop the *e* in the *ele, ela,* and *você* conjugation.

Other Irregularities

These verbs maintain their basic structure but have a few irregular conjugations.

11c

sair (to leave)		**ter** (to have)		**vir** (to come)		**pôr** (to put)	
saio	sa**ímos**	te**nh**o	temos	ven**h**o	vimos	p**onho**	pomos
sais	sa**ís**	te**n**s	te**ndes**	ve**ns**	v**indes**	p**ões**	po**ndes**
sai	saem	te**m**	t**êm**	ve**m**	v**êm**	p**õe**	p**õem**

Verbs that consist of a prefix (e.g., *a-*, *com-*, *con-*, *contra-*, *de-*, *des-*, *dis-*, *in-*, *inter-*, *mal-*, *man-*, *o-*, *ob-*, *pre-*, *pro-*, *re-*, *sos-*, *su-*) and an irregular verb (e.g., *dizer*, *conhecer*, *fazer*, *pôr*, *ter*, *ver*) in the present have the same conjugations as the irregular verb.

reconhecer (*to recognize*)		**compôr** (*to compose*)	
reconhe**ço**	reconhecemos	comp**onho**	compomos
reconheces	reconheceis	comp**ões**	compondes
reconhece	reconhecem	comp**õe**	comp**õem**

Activities (see answers on pp. 198–199)

A. Conjugation

Conjugate the following verbs in the present in a verb tree on a separate sheet of paper without looking at the charts above. Check your answers.

Multiple Irregularities

dar (to give) haver (to exist) ver (to see)
ser (to be) estar (to be) ir (to go)

Irregular *Eu* Form

pedir (to ask) conhecer (to know) saber (to know) ouvir (to hear)
fazer (to make, to do) dizer (to say, to tell) trazer (to bring) valer (to value)

Other Irregularites

sair (to leave) pôr (to put) vir (to come) ter (to have)

B. Conjugating in Sentences

Translate on a separate sheet of paper or say each of the following phrases aloud with the correct present conjugation of the verb in parentheses. Check your answers.

Multiple Irregularities

1. I give
2. You (sing. informal) are (ser)
3. We have
4. She goes
5. We are (estar)
6. They (masc.) see
7. We give
8. You (sing. formal) see
9. They (masc.) give
10. I am (ser)
11. You (pl. formal) go
12. There is (haver)

Irregular *Eu* Form

1. She asks
2. I bring
3. We hear
4. I say
5. I do
6. You (pl. formal) do
7. I know (saber)
8. I know (conhecer)
9. I ask
10. I value
11. We bring
12. They (masc.) do

Other Irregularites

1. I leave
2. We leave
3. You (pl. formal) come
4. They (fem.) have
5. You (sing. informal) come
6. I leave
7. He puts
8. She has (ter)
9. They (masc.) put
10. We have
11. We come
12. They (masc.) come

C. Translation

Write the correct form of the verb in parentheses on a separate sheet of paper and then say each of the following sentences out loud. Check your answers.

Multiple Irregularities

1. [Eu] (dar) uma bênção.
2. [Elas] (ser) missionárias.
3. [Eles] (ir) à igreja.
4. [Vocês] (dar) os seus testemunhos.
5. [Nós] (ser) missionários.
6. (Haver) muitas escrituras importantes na Bíblia.

7. [Tu] (estar) com os teus pais.
8. [Ele] (ver) as bênçãos.
9. (Haver) muitas bênçãos em viver o evangelho.
10. [Eu] (ser) representante de Cristo.

Irregular *Eu* Form

1. [Eu] (pedir) ajuda de Deus.
2. [Eu] (conhecer) o Bispo Magalhães.
3. [Eu] (valer) a importância da família .
4. [Eu] (trazer) a Bíblia.
5. [Eu] (fazer) a oração.
6. [Eu] (dizer) a verdade.
7. [Eu] (saber) que a Igreja é verdadeira.
8. [Eu] (ouvir) os sussurros do espírito santo.

Other Irregularites

1. [Nós] (sair) do apartamento.
2. [Eu] (ter) um testemunho.
3. Revelação (vir) pelo Espírito Santo.
4. [Nós] (vir) com uma mensagem.
5. O profeta (ter) autoridade.
6. Deus nunca (sair) das nossas vidas.
7. [Eu] (pôr) as escrituras na mesa.
8. [Nós] (ter) muitas bênçãos.
9. [Tu] (propôr) que ensinemos sobre a restauração?
10. O Espírito (vir) quando precisamos conselho.

D. Companion Activity

Have your companion ask you the following questions and respond in complete sentences using the correct *eu* form.

1. Vê o seu companheiro todos os dias?
2. Ouve a vontade do Senhor?
3. O que se diz para marcar um comprimisso?
4. Em quem põe a sua fé?
5. Quando sai para a igreja?
6. O que faz por exercício da manhã?
7. Como sabe que o Livro de Mórmon é verdadeiro?
8. Conhece o presidente da missão?
9. Faz orações todos os dias?
10. Cresce na missão?

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Como ***esta**?
   How are you?
2. Não ***conheco** ao élder Rodrigues.
   I don't know Elder Rodrigues.
3. ***Seio** missionário da igreja de Jesus Cristo.
   I am a missionary of the Church of Jesus Christ.
4. ***Sabo** que a Igreja é verdadeira.
   I know that the Church is true.
5. ***Tê** uma família?
   Do you have a family?
6. Deus nos ***abencoa** quando obedecemos.
   God blesses us when we obey.

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Teno muitas bênçãos.
2. Estam na capela.
3. Não ouvo o discurso.
4. Tenho a oportunidade de ser missionário.
5. Os profetas dizem o que devemos fazer.
6. Sei que o que dizemos é verdade.
7. Os investigadores ouvim as nossas palavras.
8. Have muitas pessoas aqui.
9. Todos reconhecem a verdade.
10. Ela sempre vem à igreja.
11. Tenem tempo agora para ler?
12. Cresco muito quando sou obediente.
13. Ofereco a oração?
14. Quando exercer fé, recebo bênçãos.

G. Scripture Activities

1. Read D&C 82:10. There are five irregular present-tense verbs in this verse. Write down the irregular verbs on a separate sheet of paper. Check your answers. Then, with your companion, practice applying the scripture to different people. First apply it to yourself, then to your companion, then to your investigators, then to us as God's children. Focus on using irregular verbs correctly. Memorize this verse so you can use it effectively in your teaching.

2. Read Éter 12:27 and Alma 32:18. Both of these verses are about faith. Write down the irregular present verbs that each verse uses and check your answers. Think of an investigator whom you can teach about faith. Have your companion play the part of that investigator and teach him or her about faith using these two verses.

H. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 7. Memorize five phrases in the TALL VP book from a topic that you will be teaching this week. Try to find phrases that use irregular present-tense verbs.
2. "Actively listen," bullet 1. Listen for irregular verbs from native speakers. Try to imitate how they use irregular verbs, especially if they say them and use them in a way different from how you would. You will note that irregular verbs are also among the most frequently used verbs in Portuguese.
3. "Learn grammar," bullet 2. Write as many sentences that use irregular forms as you can that you can use in your teaching or throughout the day.
4. "Ask others to help you," bullet 5. Have your companion or a member quiz you on verb conjugations from this lesson.

Review: Possession and Ownership

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing possession or ownership

- Possessives
- Present: Irregular (*ter*)

Activities (see answers on pp. 199–200)

A. Error Correction

There are seven errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers. Then have a native speaker listen to you read the corrected paragraph out loud and coach you on your pronunciation.

> Deus é nossa Pai Celestial. Ele te um plano para todos nós. Deus plano nos permite voltar a viver na Sua presença se seguimos o Seu mandamentos. Às vezes termos provas nos nossos vida, mas esta experiência na terra é uma bênção. Deus quer se comunicar conosco para nos ajudar a superar estas provas. Podemos receber respostas ao nosso orações se temos fé nele.

B. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

1. Sou grato pelo nossos profeta.
2. Nossos vida é uma grande bênção.
3. Deus me ajuda a atingir a minha metas.
4. Timos uma mensagem sobre profetas.
5. Não teno nenhuma dúvida disso.
6. Deus ouvirá a sua orações.
7. Estas bênçãos podem ser seus.
8. Seus decisões são importantes.
9. Convidaram a sua amigos à próxima lição?
10. Deus plano se chama o plano de salvação.
11. Deus ten muitas bênçãos para você.
12. Quero obedecer Deus mandamentos.
13. Quer ouvir nós mensagem?
14. Devemos aproveitar os nossos oportunidades.
15. Que casa é seus?
16. Estas bênçãos são meus.
17. Temos profetas nas nossas dias.
18. Eles escritos estão no Livro de Mórmon.
19. Todos tenho a oportunidade de nos arrepender.
20. O que quer você na tua vida?

C. Translation

On a separate sheet of paper, translate the words in parentheses into Portuguese. Check your answers. Say each of the sentences out loud and get feedback from a native speaker on your pronunciation.

1. Devemos pôr (*our*) fé em Deus.
2. (*I have*) um testemunho destas coisas.
3. Quais são (*your — formal*) nomes?
4. Meus pais (*have*) muita fé no Senhor.
5. Sei que o que (*my*) companheiro disse é verdade.
6. Como se sente o amor de Deus em (*your*) vida?
7. Deus é (*our*) amoroso Pai Celestial.
8. Deus ama a todos (*his*) filhos.
9. É importante obedecer (*God's commandments*).
10. Este é (*my*) testemunho.
11. Os profetas são homens que (*have*) autoridade.
12. (*Our*) decisões têm consequências.
13. Esta bênção pode ser (*yours — sing. formal*).
14. O dinheiro para os dízimos não é (*ours*).
15. O prazer é (*mine*).
16. (*My*) escritura preferida é 1 Néfi 3:7.
17. Jesus disse: "Orai ao pai em (*your – pl. informal*) famílias".
18. Deus (*has*) um plano para vocês.

D. Companion Activity

Practice door or street contacts with your companion or a native speaker. Focus on using *ter* and possessives correctly in your contacts as you talk about what you have to share with them and how it can bless their lives. (Example: ***Temos*** *uma mensagem para você e a* ***sua*** *família sobre* ***o plano do nosso*** *Pai Celestial*.)

E. Scripture Activities

1. Read Alma 43:9. How could you apply this scripture to one of your investigators? Create a lesson plan that incorporates this scripture. Talk about the things the Nephites had in their lives that they wanted to fight for. Describe the things you have that you are willing to fight for and then use possessives to personalize the scripture to your investigator. Then practice your lesson plan to your companion and get feedback on how well you incorporated the scripture and how well you used possessives.
2. Read 3 Ne. 5:20 and write down the sentences that use *ter* and those that use possessives. Then change the scripture from the first person singular form (*eu*) to the first person plural form (*nós*). Check your answers. Use this scripture to teach your companion about showing gratitude to the Lord for **our** blessings. Get feedback on how well you used possessives and *ter*.

F. Writing Activity

Write a paragraph about the things you have that you are grateful for. Make sure you use possessives and *ter* correctly. Have your companion or a native speaker check your paragraph. Then practice teaching the principle "Deus É Nosso Amoroso Pai Celestial" to your companion, incorporating what you wrote in your paragraph. Get feedback on how well you used possessives and *ter*.

G. Reading Activity

Read the principle "Santificar o Dia do Senhor" with your companion. After each paragraph, summarize what you read, focusing on using possession and *ter* in some of the same ways that the principle uses them. Get feedback on your summaries and how well you used each of these grammar principles. Talk about what the most important parts would be to share with one of your investigators.

Asking about and
Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- There are **three** kingdom**s** of glory. (Gender and Pluralization)
- Christ has **a** central role in **the** plan of salvation. (Articles)
- Families can be **eternal**. (Adjectives and Agreement)
- **This** life is the time to prepare to meet God. (Demonstratives)
- The scriptures **that we have marked** will teach you more about faith. (Relatives)
- My testimony of the gospel has been a **huge** blessing in my life. (Augmentative and Diminutives)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- God Is Our Loving Heavenly Father (What are God's characteristics? What is He like?)
- The Great Apostasy (What was it like during the Apostasy? What kinds of things were taught?)
- The Restoration of the Gospel (Describe Joseph Smith. What was it like where he lived?)
- The Book of Mormon (How would I describe the Book of Mormon and bear testimony about it?)
- Pray to Know the Truth (What does the Spirit feel like?)
- Our Life on Earth (How would I describe this life?)
- Spirit World (What is the spirit world like?)
- Kingdoms of Glory (What are the three kingdoms like?)
- Word of Wisdom (What are things we should avoid taking into our bodies?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Get to Know Someone (What kind of person are they? What is their family like?)
- Make a Purchase (How would I describe what I want to buy?)
- Meet Someone (What do I want them to know about who we are? Can I describe them to someone else?)

Gender and Pluralization

Examples from *Vocabulary and Phrases*

On the Sabbath **day**, we rest from our **labors**.	No **dia** de descanso descansamos dos nossos **trabalhos**.
Will you pray to God about our **message**?	Orará a Deus sobre a nossa **mensagem**?
God reveals **truth** to **apostles** and **prophets**.	Deus revela a **verdade** aos **apóstolos** e **profetas**.
Tell me about your **experience** with **prayer**.	Conta-me da sua **experiência** com a **oração**.

Explanation

Gender

In Portuguese, every noun (person, place, or thing) is considered masculine or feminine; even an object such as a **chair** has gender. Here are some guidelines to help you recognize when a noun is masculine or feminine. (Keep in mind that these are only guidelines. There are many exceptions that are used very frequently and that must be memorized when each new noun is learned.)

12a

Endings	Masculine Nouns	Endings	Feminine Nouns
-o	o evangelh**o**: *gospel* Somos gratos pel**o** evangelh**o**. *We are grateful for the gospel.*	**-a**	a famíli**a**: *family* **A** famíli**a** é parte do plano de Deus. *The family is part of God´s plan.*

Exceptions: There are many exceptions, and these exceptions are among the most used words. Some notable feminine exceptions include *a tribo* (**tribe**), and *a rádio* (**radio [station]**). Some notable masculine exceptions include *o dia* (**day**), *o profeta* (**prophet**), and *o mapa* (**map**).

Nouns that refer to males are masculine and those that refer to females are feminine.

12b

Masculine	Feminine
o homem: *man*	a mulher: *woman*
o pai: *father*	a mãe: *mother*
o tio: *uncle*	a tia: *aunt*
o cunhado: *brother-in-law*	a cunhada: *sister-in-law*

Some nouns, such as those that end in *–ista*, have the same form for both the masculine and the feminine. The article or the context indentifies the gender of the noun.

12c

Masculine		Feminine
o artista: *male artist*	→	a artista: *female artist*
o estudante: *male student*	→	a estudante: *female student*
o pianista: *male pianist*	→	a pianista: *female pianist*
o guia: (male) *guide*	→	a guia: (female) *guide*

Some nouns have both a masculine and a feminine form. The gender is determined by the meaning of the word.

Masculine		Feminine
o capital: *capital* (money)	→	a capital: *capital* (city)
o rádio: *radio (apparatus)*	→	a rádio: *radio (station)*
o papa: *pope*	→	a papa: *pap* (*gruel)*

Pluralization

For words ending in a single vowel (*a, e, i, o, u*), add an *-s*:

12d

Singular		Plural
o apóstolo *the apostle*	→	os apóstolos *the apostles*
a rua *the road*	→	as ruas *the roads*

For words ending in *-r* or *-z*, add *-es*:

12e

Singular		Plural
o rapaz *the young man*	→	os rapazes *the young men*
a mulher *the woman*	→	as mulheres *the women*

For words ending in *-m*, change the *-m* to an *-n* and add an *-s*:

12f

Singular		Plural
o homem *the man*	→	os homens *the men*
a imagem *the image*	→	as imagens *the images*

For words ending in *-s*:

a. If the stress of the word falls on the last syllable, add *-es*:

12g

Singular		Plural
o país *the country*	→	os países *the countries*
o mês *the month*	→	os meses *the months*

b. If the stress of the word falls somewhere other than the last syllable, nothing changes:

Singular		Plural
o lápis *the pencil*	→	os lápis *the pencils*
o ônibus *the bus*	→	os ônibus *the buses*

For words ending in *-al, -el, -ol,* and *-ul*, change the *-l* to an *-i*, and add an *-s* and an acute accent to the *-e* or *-o* (if it's the last vowel of the word):

12h

Singular		Plural
o oficial *the official*	→	o oficiais *the officials*

o papel *the paper*	→	os papéis *the papers*
o farol *the headlight*	→	os faróis *the headlights*
azul *blue*	→	azuis *blue (plural)*

For words ending in ***-il***:

a. If the stress of the word falls on the last syllable, change the *-l* to an *-s*:

12i

Describing

Singular		Plural
civil *civil*	→	civis *civil (plural)*

b. If the stress of the word falls somewhere other than the last syllable, change the *-l* to an *-eis*:

Singular		Plural
difícil *difficult*	→	difíceis *difficult (plural)*
fácil *easy*	→	fáceis *easy (plural)*

For words ending in *-ão* (there is no set rule; you must memorize each word and its plural form):

a. For most nouns ending in *-ão*, change the *-ão* to *-ões*:

12j

Singular		Plural
o coração *the heart*	→	os corações *the hearts*
a informação *the information*	→	as informações *the information (plural)*
a nação *the nation*	→	as nações *the nations*

b. For some nouns ending in *-ão*, simply add an *-s*. Here are some important ones:

Singular		Plural
a bênção *the blessing*	→	as bênçãos *the blessings*
o cristão *the Christian*	→	os cristãos *the Christians*
a mão *the hand*	→	as mãos *the hands*
o irmão *the brother*	→	os irmãos *the brothers*

c. For a few nouns ending in *-ão*, change the *-o* to *-es*. Here are some important ones:

Singular		Plural
o cão *the dog*	→	os cães *the dogs*
o capitão *the captain*	→	os capitães *the captains*
o pão *the bread*	→	os pães *the loaves of bread*
o alemão *the German*	→	os alemães *the Germans*

Activities (see answers on p. 200)

A. Masculine/Feminine and Pluralization

On a separate sheet of paper, write each noun with its corresponding article (*o* for masculine, *a* for feminine). Also, correctly pluralize each word. Check your answers.

1. profeta
2. dia
3. mão
4. paz
5. problema
6. alarme
7. imposição
8. programa
9. civil
10. autoridade
11. amor
12. mulher
13. personagem
14. serviço
15. testemunho
16. homem
17. luz
18. palavra
19. passagem
20. ensinamento
21. responsabilidade
22. noite
23. servo
24. espírito
25. diligência
26. virtude
27. país
28. lápis
29. promessa
30. fé
31. tribo
32. criação

B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Sei que José Smith foi ***uma** profeta.
   I know that Joseph Smith was a prophet.
2. Hoje foi ***uma** dia ***maravilhosa**.
   Today was a wonderful day.
3. Deus compreende **as** ***nossas** problemas.
   God understands our problems.
4. Podemos ver ***o** mão de Deus nas nossas vidas.
   We can see God's hand in our lives.
5. Vamos falar de ***uma** tema importante.
   We're going to talk about an important subject.
6. Os apóstolos são ***cristões**.
   The Apostles are Christians.
7. A morte é ***um** parte essencial do plano.
   Death is an essential part of the plan.
8. José Smith viu ***um** luz.
   Joseph Smith saw a light.
9. Podemos sentir ***o** paz do evangelho.
   We can feel the peace of the gospel.
10. O bispo é ***um** pessoa maravilhosa.
    The bishop is a wonderful person.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key.

1. Devemos seguir os profetas.
2. Temos uma reunião às 7:00.
3. Aos domingos descansamos dos nossos trabalhos.
4. O parte mais importante é a obediência.
5. O luz do evangelho ilumina o nosso entendimento.
6. O tribo de Jacó faz parte da casa de Israel.
7. Temos uma foto do templo na nossa parede.
8. Os profetas têm os chaves do sacerdócio.
9. Devemos obedecer os leis de Deus.
10. Às vezes temos muitas dificuldades.
11. Precisamos ter o ajuda de Deus.
12. Vive num rua perto daqui.

13. Tenho uma pergunta.
14. Somos criados no imagem de Deus.
15. Quando tenho um problema, sei que posso orar por ajuda.
16. Os autoridades gerais falam na Conferência Geral.

D. Error Correction

The following paragraph contains 10 errors dealing with gender and pluralization. Find the errors and write down their corrections on a separate sheet of paper.

Devemos seguir a profeta. Ele tem os chaves do sacerdócio e pode receber o revelação que Deus quer dar aos Seus filhos. Quando seguimos os palavras dos profetas, recebemos os bênçãos que Deus promete. A obediência é um parte importante da plano de Deus. Quando eu obedeço os mandamentos que os profetas ensinam, sinto a amor de Deus e sou mais feliz. Vocês também podem ter estes bênçãos se estão dispostos a seguir o profeta. Ao fazê-lo, demostrarão o fé que têm em Deus.

E. Companion Activity

Pick a topic you will teach today and have your companion turn to that page in the *Vocabulary and Phrases* section of the TALL book. Have your companion pick nouns at random from that topic and say them to you. Tell him or her whether the noun is masculine or feminine. Then give him or her the plural form of the word.

F. Scripture Activity

Find three scriptures that you will share today from your English scriptures. Write down all of the nouns from the English scriptures. Then translate the nouns into Portuguese and write whether they are masculine or feminine. Check your answers using your Portuguese scriptures.

G. Language Study Plan Activities

1. "Actively listen," bullet 2. Make a goal to write down 10 nouns per day whose gender you are unsure of. Each night, look up the gender of those nouns and memorize them. Set a goal that whenever you learn a new noun, you will also learn its gender.
2. "Ask others to help you," bullet 2. Have your companion help you identify times when you make mistakes dealing with gender and pluralization (i.e., during prayers, contacting situations, teaching appointments, etc.). Work on correcting these mistakes by saying the nouns you commonly get wrong in five different sentences each. Have your companion remind you when you miss one today.

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Articles

Examples from *Vocabulary and Phrases*

The parable in Mark tells about **a** father and his son.	**A** parábola em Marcos fala **dum** pai e o seu filho.
Is Sister Brown available?	**A** irmã Brown está disponível?
Prayer allows us to gain **a** testimony of **the** gospel.	A oração nos permite obter **um** testemunho **do** evangelho.
The Holy Ghost helps us do **what is right.**	**O** Espírito Santo nos ajuda a fazer **o bem**.

Explanation

Definite Articles

Nouns are often preceded by articles. *The* and *a(n)* are examples of definite and indefinite articles respectively.

In English, the definite article *the* indicates a specific person, place, thing, or idea. For example, *the book* refers to a specific book, not just any book.

In Portuguese, the definite article agrees in gender (masculine, feminine) and number (singular, plural) with the noun that follows it.

13a

Definite Articles

	Singular	Plural
Masculine	**o**	**os**
Feminine	**a**	**as**

The *o* form is used with singular masculine nouns. The *a* form is used with singular feminine nouns. If the masculine noun is plural, *os* is used. If the feminine noun is plural, *as* is used. For example, *a água* / *as águas*, *o templo* / *os templos*, *a missionária* / *as missionárias*, *o homem* / *os homens*, etc.

Uses of the definite articles

While English and Portuguese are similar in using the definite article, there are some important differences. For example, the definite article is used in Portuguese, but not in English:

13b

When referring to nouns as a whole to convey a general or abstract sense.	**A** oração é importante. *Prayer is important.*	**A** revelação nos guia. *Revelation guides us.*
	A fé é essencial. *Faith is essential.*	**O** batismo é um mandamento. *Baptism is a commandment.*

13c

With titles (*élder*, *irmã*, *presidente*, etc.) when talking about that person. It is not used when talking to that person.	Meu companheiro é **o** élder Rodrigues. *My companion is Elder Rodrigues.*	Sou **o** élder Santos. *I am Elder Santos.*
	Olá, élder Rodrigues. *Hello, Elder Rodrigues. (no article used)*	Chamo-me élder Santos. *My name is Elder Santos. (no article used)*

13d

When referring to every member of a class.	**As** crianças são especiais. *Children are special.*	**As** mães amam os seus filhos. *Mothers love their children.*
	As famílias recebem bênçãos. *Families receive blessings.*	**Os** profetas ensinam a verdade. *Prophets teach the truth.*

Additional uses of definite articles are covered in other grammar lessons where appropriate and in textbooks.

Do, *dos, da, das, ao, aos, à, às* (see *Contractions* for further explanation)

13e

When a definite article (*o, a, os, as*) comes immediately after the words *de* or *a*, a contraction is formed.

Examples:	É uma bênção **do** evangelho. *It's a blessing of the gospel.*	Nós vamos **ao** centro de estaca. *Let's go to the stake center.*
	Somos missionários **da** igreja de Jesus Cristo. *We're missionaries of the Church of Jesus Christ.*	Nosso lar pode ser um refúgio **dos** perigos do mundo. *Our home can be a refuge from the dangers of the world.*

Indefinite Articles

A and *an* are indefinite articles. Indefinite articles indicate that the specific noun is not known to the listener or reader. For example, *a book* does not refer to a specific book; any book will do. Once the noun has been introduced, the definite article is used.

13f In Portuguese, the indefinite article agrees in gender (masculine, feminine) and number (singular, plural) with the noun that follows it.

Indefinite Articles

	Singular	Plural
Masculine	**um**	**uns**
Feminine	**uma**	**umas**

Omission of the Indefinite Article

The indefinite article is not usually used in Portuguese in some places where it is used in English. Some of these situations include talking about someone's profession, religion, nationality, or political affiliation, unless the noun is modified to show special characteristics of the person.

13g

Examples:			
	Sou missionário. *I'm a missionary.*	→	Sou **um** missionário **diligente**. *I am a diligent missionary.*
	Meu pai é dentista. *My dad is a dentist.*	→	Meu pai é **um** dentista **dedicado**. *My dad is a dedicated dentist.*

The *um* form is used with singular masculine nouns. The *uma* form is used with singular feminine nouns. If the masculine noun is plural, *uns* is used. If the feminine noun is plural, *umas* is used. For example, *um templo / uns templos*, *uma área / umas áreas*, *um missionário /* uns *missionários*, *uma lição / umas lições,* etc.

The Article *O*

O takes an adjective and turns it into a noun. It is usually translated as "the _____ thing". Here are some examples:

13h

Adjective		Noun	
importante *important*	→	**o** importante *the important thing*	***O** importante é ter fé.* *The important thing is to have faith.*
bem *right*	→	**o** bem *the right thing*	*Devemos fazer **o** bem.* *We should do what is right.*
melhor *better/best*	→	**o** melhor *the best thing*	***O** melhor é orar.* *The best thing is to pray.*

Activities (see answers on p. 200)

A. Articles
On a separate sheet of paper write the appropriate form of the word *the* for each of the following nouns.

1. oração	2. princípios	3. cidades
4. agenda	5. apóstolos	6. mundo
7. escrituras	8. livro	9. autoridade
10. edifício	11. lição	12. igrejas

B. Articles
On a separate sheet of paper write the appropriate form of the word *a(n)* or *some* for each of the following nouns.

1. orações	2. mensageiro	3. restauração
4. capelas	5. pesquisadores	6. missionária
7. mulher	8. casa	9. pecados
10. professor	11. dias	12. atividade

B. Dialogue
Complete the following dialogue by writing the missing article on a separate sheet of paper. A translation of the paragraph is provided.

Deus revela 1.___(*the*) evangelho em cada dispensação. 2.___(*A*) dispensação 3.___(*of the*) evangelho é 4.____(*a*) período quando não há profetas. 5.___(*The*) profetas ensinam 6.___(*the*) verdade. 7.___(*The*) verdades de Deus nunca mudam. Quando 8.___(*the*) povo rejeita 9.___(*the*) profetas 10.___(*an*) apostasia começa. 11.___(*The*) apostasia sempre termina com 12.___(*a*) restauração.

God reveals the gospel in each dispensation. A dispensation of the gospel is a period when there aren't prophets. The prophets teach the truth. The truths of God never change. When the people reject the prophets, an apostasy starts. The apostasy always ends with a restoration.

C. Dialogue

Read the following dialogue. Decide whether each blank needs an article or not. Check your answers.

Elder Costa: Bom dia, 1.___ presidente Donaldson. Como está 2. ___ irmã Donaldson?
Good morning, President Donaldson. How is Sister Donaldson?

Presidente Donaldson: Está muito bem, 3. ___ élder Costa. Como está 4. ___ élder Santos?
She's very well, Elder Costa. How is Elder Santos ?

Elder Costa: Muito bem. É 5. ___ missionário excelente. Seu pai é 6. ___ bispo e lhe ensinou como ser responsável.
Very well. He's a great missionary. His father is a bishop and taught him to be responsible.

Presidente Donaldson: Eu era 7. ___ bispo também, mas era 8. ___ bispo muito jovem.
I was a bishop too, but I was a very young bishop.

Elder Costa: Deve ser difícil ser 9. ___ bispo. Acho que quero ser 10. ___ membro normal.
It must be hard to be a bishiop. I think I want to be a normal member.

Presidente Donaldson: 11. ___ Élder, não importa o chamado que tenha. Só precisa ser 12. ___ servo fiel do Senhor.
Elder, it doesn't matter what calling you have. You just need to be a faithful servant of the Lord.

Describing

D. Translation

Translate the following phrases and sentences. Check your answers.

1. The good thing
2. The gift of the Holy Ghost
3. The scriptures are important.
4. The hard thing
5. You (sing. formal) are a good person.
6. Baptism is essential.
7. The funny thing
8. My friend is also a missionary.
9. Families are eternal.
10. The interesting thing
11. We are going to the apartment.
12. President Monson receives revelation.

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Vamos a ***igreja** no domingo.
We're going to church on Sunday.
2. ***Irmão** Pereira é muito prestativo.
Brother Garcia is very helpful.
3. ***Membros** são bons para nos ajudar a ensinar.
Members are great to help us teach.
4. ***Fé** é necessária.
Faith is necessary.
5. O Livro de Mórmon é ***um** outro testamento.
The Book of Mormon is another testament.
6. O bispo é ***um** dentista.
The bishop is a dentist.
7. Ele é ***um** melhor.
He's the best.
8. Está em ***página** 16.
It's on page 16.

Do Something More

For any questions that you miss in activities F and G, write five additional sentences which you could use during the day today that correctly use the principle you missed.

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. A coisa difícil é que não falo português muito bem.
2. Uma Apóstolos viajam muito.
3. O verdade nunca muda.
4. Como está, irmã Pereira?
5. Batismo é uma ordenança sagrada.
6. É a responsabilidade da profeta.
7. O versículo está em página 355.
8. Missionários são chamados por Deus.
9. Meu amigo é missionário também.
10. Meu companheiro é um missionário excelente.
11. Seu amigo é um membro?
12. Um outro princípio importante é o dízimo.

G. Scripture Activity

Read Mosiah 4. Think of an investigator who could benefit from King Benjamin's teachings. Write down every article that you see in the chapter. Write down what you would say to that investigator to teach him or her what King Benjamin taught. Have your companion or a native check what you wrote for correct use of articles. Practice teaching King Benjamin's words to your companion as if he or she were the investigator.

H. Language Study Plan Activities

1. "Actively listen," bullets 1 and 3. Throughout the day, listen to how others are using articles when they speak. Imitate in your mind the phrases you hear that use articles. Write down at least five phrases that use articles in a way that you normally wouldn't. Ask your companion at the end of the day if you heard them correctly.
2. "Learn grammar," bullet 2. Write down sentences using articles that you can use during your scheduled activities. Have your companion check your sentences and practice using them.

Adjectives and Agreement

Examples from *Vocabulary and Phrases*

Our **physical** bodies are **imperfect**.	Nosso corpo **físico** é **imperfeito**.
Next week, we will discuss **eternal** families.	Na **próxima** semana falaremos das famílias **eternas**.
The **Great** Apostasy led to **spiritual** darkness.	A **Grande** Apostasia resultou em escuridão **espiritual**.
Enduring to the end includes doing **good** works.	Perseverar até o fim inclui fazer **boas** obras.

Explanation

An **adjective** describes a person, place, or thing.

Examples:	The **true** Church (***a*** *Igreja verdadeira*)	Elder Smith is **tall**. (***O*** *Élder Smith é alto*.)
	The **restored** gospel (***o*** *evangelho restaurado*)	Families are **eternal**. (***As*** *famílias são eternas*.)

Describing

Agreement of Adjectives

Adjectives must agree in both gender (masculine or feminine) and number (singular or plural) with the noun (i.e., person, place, thing, or idea) that they describe.

14a

o evangelho verdadeiro *the true gospel*	**Ele** é generoso. *He is generous.*	**as** páginas perdidas *the lost pages*
os convênios sagrados *the sacred covenants*	**a** Igreja verdadeira *the restored Church*	**Ela** é honesta. *She is honest.*

Most adjectives in Portuguese end in *-o*, which is their masculine singular form. To change adjectives from masculine to feminine:

Words ending in *–o*: replace the *-o* with *-a*	eterno → eterna a vida eterna *eternal life*	
Words ending in *–dor*: *-a* to the ending	trabalhador → trabalhadora Ela é uma missionária trabalhadora. *She is a hard-working missionary.*	
Words ending in *–e*, or *–al*: these work for both masculine and feminine	grande → grande uma casa grande *a big house*	prejudicial → prejudicial a droga prejudicial *harmful drugs*

Adjectives ending in a vowel are made plural by adding *-s* to their ending. Adjectives ending in a consonant are made plural by adding *-es* (e.g., *confundido* **+ s**, *trabalhador* **+ es**). Any adjective that ends in an *-al* will be pluralized by replacing the *-l* with an *-is*. (e.g., *prejudicial* + *s*, *prejudicia* + *is*)

Position of Adjectives

In Portuguese, the adjective is usually placed after the noun that it describes. In this position, the adjective distinguishes the noun from others of the same type by restricting, clarifying, or specifying the meaning of the noun.

14b

um profeta **verdadeiro** *a true prophet* *[distinguished from false prophets]*	a Igreja **restaurada** *the restored Church* *[distinguished from other churches]*
nosso Pai **Celestial** *our Heavenly Father* *[distinguished from our earthly father]*	os princípios **essenciais** *the essential principles* *[distinguished from other principles]*

If the adjective is placed before the noun, it does not distinguish it from other nouns of its type but instead highlights an inherent characteristic of the noun. Adjectives such as *bom* (good), *mal* (bad), *o melhor* (best), and o *pior* (worst) usually go in front of the noun.

14c

Tenho **bons** pais. *I have good parents.*	Cristo é o **melhor** exemplo de obediência. *Christ is the best example of obedience.*
a **pobre** mulher *the poor woman*	Deus é o nosso **amoroso** Pai Celestial. *God is our loving Heavenly Father.*

14d

Some adjectives change their meaning depending on their position. When these adjectives go before the noun, they often have a figurative or abstract meaning. When they go after the noun, they often have a concrete or objective meaning. The following shows several adjectives whose meaning changes depending on whether they precede or follow the noun they describe.

	Before the Noun	*After the Noun*
antigo	former	ancient
certo	some	sure
meio	half	middle
mesmo	same	the thing itself
novo	another, different	brand new
pobre	pitiful	destitute
velho	former, of old standing	old-aged

Activities (see answers on pp. 200–201)

A. Find the Adjective

Each sentence has one adjective. Write the adjective in both Portuguese and English on a separate sheet of paper.

1. Adoro ouvir a conferência geral.
   I love listening to general conference.
2. Aprendi muitas coisas como missionário.
   I've learned many things as a missionary.
3. Ensinamos sobre o ministério terrestre do Salvador.
   We teach about the Savior's earthly ministry.
4. Esta história é muito significativa para mim.
   This story is very meaningful for me.
5. Este livro é muito poderoso.
   This book is very powerful.
6. Sinto-me feliz quando obedecer.
   I am happy when I obey.
7. Tenho um testemunho forte.
   I have a strong testimony.
8. Este é um capítulo curto.
   This is a short chapter.
9. Essa é uma boa pergunta.
   That's a good question.
10. A revelação é a comunicação direita com Deus.
    Revelation is direct communication with God.

B. Fill in the Blank

On a separate sheet of paper, write the adjective for each sentence in its correct form so that it agrees with the noun it describes. Check your answers after you finish. You may also do this activity out loud with your companion.

1. Tenho _____ pais. (bom)
2. Devemos estudar os livros _____ da Igreja. (autorizado)
3. Minha família é muito _____. (amoroso)
4. Precisamos ter _____ paciência nesta vida. (muito)
5. Sou grato pela _____ Expiação de Jesus Cristo. (maravilhoso)
6. Gosto de ouvir as palavras _____ dos profetas. (inspirado)
7. Nosso bispo é uma pessoa _____. (honesto)
8. Tenho um desejo _____ de compartilhar o evangelho. (forte)
9. Todos nós temos um corpo _____. (imperfeito)
10. A oração _____ é importante. (sincero)
11. As pessoas _____ recebem muitas bênçãos. (obediente)
12. Às vezes somos _____. (fraco)

C. Fill in the Blank

Write the correct adjective for each sentence on a separate sheet of paper or do the activity out loud with your companion. Make sure that the adjective agrees with the noun it describes. Check your answers after you finish. Some adjectives may be used more than once.

1. Sei que o Livro de Mórmon é ____.
2. Deus escolhe os homens ____ para ser profetas.
3. Fazemos convênios por meio das ordenanças ____.
4. Este versículo das escrituras é meu ____.
5. Devemos fazer decisões ____.
6. As escrituras são livros ____.
7. Às vezes a vida é ____.
8. Os sentimentos do Espírito muitas vezes são ____.

correto
difícil
justo
preferido
sagrado
suave
verdadeiro

D. Fill in the Blank

Decide whether the adjective should go before or after the noun in each sentence and write the noun and adjective on a separate sheet of paper. Change the adjective if necessary to agree with the noun. Check your answers after you finish.

Example: Deus tem um ____ amor ____ por você. (grande)
Answer: grande amor

1. Lemos de Jesus Cristo nas____ escrituras ____. (sagradas)
2. Vivemos na ____ dispensação ____. (final)
3. Jesus Cristo venceu a ____ morte ____. (física)
4. Meus ____ pais ____ me ensinaram o evangelho desde pequeno. (maravilhosos)
5. Meu ____ companheiro ____ era de Califórnia. (antigo)
6. Antes desta vida vivemos como ____ filhos ____. (espirituais)
7. Nosso ____ bispo ____ sempre está disposto a ajudar. (amigável)
8. Podemos viver com Deus no ____ reino____. (celestial)
9. Meu ____ amigo ____ está servindo uma missão em Taiwan. (melhor)
10. Uma ordenança é uma ____ ceremônia ____. (sagrada)
11. Devemos ser batizados por uma ____ pessoa____. (autorizada)
12. Quero ter uma ____ família ____. (eterna)

E. Complete the Passage

The following passage comes from the article "Quem É Jesus Cristo?" by Boyd K. Packer (*Liahona*, March 2008, 15). Write each noun/adjective pair on a separate sheet of paper, making sure that the adjective agrees with the nouns and is positioned correctly. Check your answers after you finish. You may also do this activity out loud with your companion.

A Expiação de Jesus Cristo

Antes e depois da crucificação, ____ homens ____ (muito) deram, de ____ vontade ____ (boa), a vida em ____ atos ____ (abnegado) de heroísmo. Mas nenhum deles se defrontou com o que Cristo teve de suportar. Sobre Ele foi colocado todo o ônus das transgressões e culpa da humanidade. E sobre o outro prato da balança, a Expiação. Por meio de Seu ____ ato ____ (abnegado), a misericórdia e a justiça foram reconciliadas; a ____ lei ____ (eterna), mantida; e a mediação — sem a qual o homem mortal não poderia ser redimido — alcançada.

Ele, de Sua ____ vontade ____ (própria), aceitou, em benefício de toda a humanidade, o castigo por todo o mal, depravação, brutalidade, imoralidade, perversão e corrupção; pelo vício, pelos assassinatos, pela tortura e horror — por todo o mal que já existira ou que ainda viria a existir sobre a Terra. Ao escolher fazê-lo, Ele confrontou os ____ poderes ____ (terríveis) do maligno, que não estava confinado à carne nem sujeito a ____ dores ____ (mortais). A esse sofrimento deu-se o nome de Getsêmani!

Do Something More

Look up an article in the *Liahona* that is on a topic that you will be teaching today (e.g., faith). Identify 5–10 adjectives and noun pairs from the article that are used in teaching this topic. Notice how nouns and adjectives agree with one another. Check with your companion to make sure you understand how to use them and set a goal to use them in your teaching appointment today.

F. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. A Igreja é ***verdadeiro**.
   The Church is true.
2. Conhecemos uma ***outro** pessoa.
   We know another person.
3. Somos muito ***grato**.
   We are very grateful.
4. Há ***muito** gente aqui.
   There are a lot of people here.
5. A irmã Barros está ***contento**.
   Sister Barros is happy.
6. A lição foi muito ***bom**.
   The lesson was very good.
7. Podemos ter ***feliz** nesta vida.
   We can have happiness in this life.
8. Conhecemos à sua esposa ***amigável**.
   We met his kind wife.
9. Maria foi uma mulher ***grande**.
   Mary was a great woman.

G. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Sei que José Smith foi um profeta verdadeira.
2. As pessoas obediente recebem muitas bênçãos.
3. As bênçãos que recebemos quando obedecemos são maravilhoso.
4. Nosso presidente da missão é uma pessoa muito amorosa.
5. Nos templos efetuamos ordenanças sagradas.
6. Podemos ter felicidade nesta vida e na vida vindoura.
7. Falamos com o pai famoso do nosso investigador.
8. O Espírito Santo nos dá sentimentos consoladoras.
9. Encanta-me ver os bonitos templos.
10. As escrituras são muito importante.
11. Meu companheiro é muito sensível ao Espírito.
12. Deus é um Pai muito amoroso.
13. Meu companheiro antigo está em outra zona agora.
14. Quando nos batizamos, levamos branca roupa.
15. Buscamos a resposta no livro de vermelho.
16. As autoridades gerais nos falam na Conferência Geral.

H. Scripture Activities

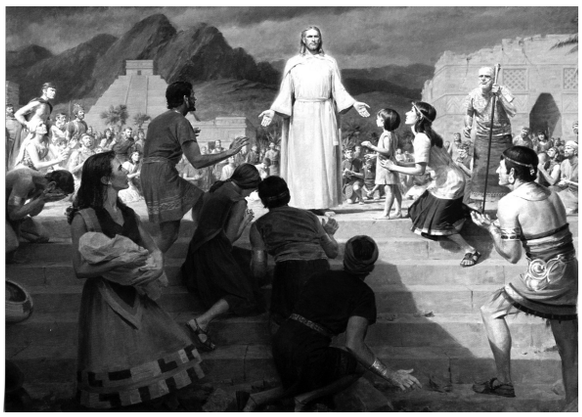
1. Read 2 Ne. 4:17 and answer the following questions on a separate sheet of paper or with your companion.
   a. Why do the adjectives *grandes* and *maravilhosas* go in front of the noun in this verse?
   b. How would the meaning change if the adjectives were to go after the noun?

I. Practice Describing

1. Choose 1–3 subjects related to what you will be teaching your investigators, such as “faith,” “repentence,” etc. Think of 5–10 adjectives that describe those subjects and write them down. You may need to use a dictionary to help you. Practice teaching these topics using the adjectives you learned.
2. Think of a figure from the scriptures (e.g., Nephi) that you would like to talk about with a specific investigator. Have your companion act as that investigator, and, using adjectives, describe the figure from the scripture in as much detail as possible. Use scriptures to give examples of the characteristics you describe. Relate the character to your investigator and show what it has to do with him or her.
3. Open one of the pamphlets for the lessons and use as many adjectives as you can to describe each picture in the pamphlet to your companion as if he or she were seeing the pictures for the first time as an investigator.
4. Use adjectives to describe one of your investigators to your companion in as much detail as you can. Include your investigator’s needs in the description.
5. Choose something you struggle describing (a part of a lesson, an experience you would like to share, etc.). Ask your companion or a native speaker to show you how they might describe it. Pay close attention to what adjectives they use and how they use them. Use what you learned from them to share it yourself.

J. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullets 1 and 4. Using the scriptures and chapter 3 of *Pregar Meu Evangelho*, find 10 adjectives you know that you could use in your teaching today and memorize them. Practice using them correctly in teaching situations.
2. "Learn grammar," bullet 4. Read through several scriptures that you will be using during your teaching appointments over the next couple of days. Focus special attention on adjectives and their placement. Find five examples of adjectives that go before the noun and consider why they were placed that way.
3. "Ask others to help you," bullet 2; "Improve your ability to read and write," bullet 4. Prepare a list of your own sentences using adjectives that you would like to use when you teach and give it to a native speaker. Ask them to correct any errors and then talk about the errors together.



Demonstratives

Examples from *Vocabulary and Phrases*

From **this** passage, what can we learn about faith?	Segundo **esta** passagem, o que podemos aprender sobre a fé?
We understand how **that** could be difficult.	Entendemos por que **isso** poderia ser difícil.
We already have an appointment at **that** time.	Já temos um compromisso n**essa** hora.
God blesses **those** who pay an honest tithe.	Deus abençoa **aqueles** que pagam um dízimo honesto.

Explanation

Demonstratives, such as *this* and *that*, are words used to point things out.

Examples

Esta história ensina sobre a fé. *This story teaches about faith.*	**Essa** resposta é certa. *That answer is right.*
Essas pessoas foram muito fieis. *Those people were very faithful.*	**Esse** capítulo é um dos meus preferidos. *That chapter is one of my favorites.*
Este versículo fala da obediência. *This verse talks about faith.*	**Naquele** tempo, a gente tinha costumes diferentes. *At that time, people had different customs.*
Esses princípios são muito importantes. *Those principles are very important.*	**Aquelas** pessoas que obedecem recebem bênçãos. *Those people who obey receive blessings.*
Estas palavras são inspiradoras. *These words are inspiring.*	**Aqueles** homens foram valientes. *Those men were courageous.*
Estes milagres vêm pela fé. *These miracles come by faith.*	**Aquela** capela é onde nos reunimos. *That chapel is where we meet.*

Describing

Demonstrative Adjectives

Demonstrative adjectives precede the noun they modify, and they must agree in number and gender with the noun they modify. *Este* is the equivalent of *this* and *these*. It is used to refer to persons, animals, objects, places, or events **near the speaker** in space and/or time.

15a

This/These	Singular	Plural	Examples	
Masculine	**este**	**estes**	**Este** livro é outro testamento de Cristo. *This book is another testament of Christ.*	**Nestes** dias precisamos muita orientação. *These days we need a lot of guidance.*
Feminine	**esta**	**estas**	**Nesta** Igreja encontramos muitas respostas. *In this church we find many answers.*	Sei que **estas** coisas são verdadeiras. *I know that these things are true.*
Neuter	**isto**		**Isto** aconteceu porque não foram obedientes. *This happened because they weren't obedient.*	**Note:** The neuter form is used to refer to non-specific or unidentified objects, abstract ideas or concepts, or actions and situations in a general sense (i.e., *O que é isto?*)

Esse is the equivalent of *that* and *those*. It is used to refer to persons, animals, objects, places, or events **not too far from the speaker** and **near the person being addressed** in space and/or time.

15b

That/Those	Singular	Plural	Examples	
Masculine	**esse**	**esses**	**Esse** dia foi difícil. *That day was difficult.*	**Esses** escritos são sagrados. *Those writings are sacred.*
Feminine	**essa**	**essas**	**Essa** pessoa é muito inteligente. *That person is very intelligent.*	**Essas** coisas me ajudaram também. *Those things have helped me, too.*
Neuter	**isso**		**Isso** é muito difícil. *That is very difficult.*	**Note:** The neuter form is used to refer to non-specific or unidentified objects, abstract ideas or concepts, or actions and situations in a general sense (i.e., *O que é isso?*).

Aquele is the equivalent of *that* and *those*, but it is used to refer to persons, animals, objects, places, or events **far away from both the speaker and the person addressed** in space and/or time.

15c

That/Those	Singular	Plural	Examples	
Masculine	**aquele**	**aqueles**	**Aquele** homem acredita em profetas. *That man believes in prophets.*	**Naqueles** dias, as pessoas guardavam a Lei de Moisés. *In those days, people kept the law of Moses.*
Feminine	**aquela**	**aquelas**	Tive uma boa experiência **aquela** noite. *I had a good experience that night.*	Jesus Cristo visitou **àquelas** pessoas. *Jesus Christ visited those people.*
Neuter	**Aquilo**		**Aquilo** parece muito esquisita. *That (thing over there) looks very weird.*	**Note:** The neuter form is used to refer to non-specific or unidentified objects, abstract ideas or concepts, or actions and situations in a general sense (i.e., *O que é aquilo?*).

In practice, *esse* often replaces *aquele* even when the noun being referred to is not near the speaker or the person being spoken to. Saying *Jesus Cristo visitou essas pessoas* would also be correct.

Demonstrative Pronouns

15d

The demonstrative pronouns are the same as the demonstrative adjectives except they replace the noun they modify.

Examples		
Esta zona é a minha preferida. *This zone is my favorite.*	→	**Esta** é a minha preferida. *This (one) is my favorite.*
Este discurso é muito bom. *This talk is very good.*	→	**Este** é muito bom. *This (one) is very good.*
Esse versículo é direito. *That verse is direct.*	→	**Esse** é direito. *That (one) is direct.*
Essa canção é bonita. *That song is beautiful.*	→	**Essa** é bonita. *That (one) is beautiful.*
Aquele livro foi traduzido. *That book was translated.*	→	**Aquele** foi traduzido. *That (one) was translated.*
Aquela montanha fica longe. *That mountain is far away.*	→	**Aquela** fica longe. *That (one) is far away.*

Note*:* Demonstrative pronouns should be used to refer to objects only, not to people.

Activities (see answers on p. 201)

A. Identifying Demonstratives

On a separate sheet of paper or aloud with your companion, find the demonstratives both in Portuguese and English in each of the following sentences. Be sure to check your answers.

1. Este livro ensina que estas coisas são verdadeiras.
   This book teaches that these things are true
2. Naquela visão, José Smith viu Deus e Jesus Cristo.
   In that vision, Joseph Smith saw God and Jesus Christ.
3. Esse dia recebi o sacerdócio.
   That day I received the priesthood.
4. Nesta lição há muito a aprender.
   In this lesson there's a lot to learn.
5. Sei que estes livros contêm a verdade.
   I know these books contain the truth.
6. Devemos ajudar a esses membros.
   We should help those members.
7. Essas doutrinas são muito importantes.
   Those doctrines are very important.
8. Aqueles missionários foram obedientes.
   Those missionaries were obedient.

B. Fill in the Blank

On a separate sheet of paper or aloud with your companion, give the correct demonstrative in its correct form for each of the following sentences.

1. Obrigado por guardar ___ (*these*) compromissos.
2. Temos muitas experiências n___ (*this*) vida.
3. Assistirá à igreja conosco ___ (*this*) domingo?
4. ___ (*These*) responsabilidades são sagradas.
5. ___ (*These*) versículos falam da fé.
6. ___ (*This*) dispensação se chama a dispensação da plenitude dos tempos.

Do Something More

For each demonstrative phrase from the questions in Activity B, write your own sentences that you could use during a teaching appointment today.

Example: "(this) Igreja"
Recebe-se muitas bênçãos por ser membro d**esta Igreja**.

7. É importante guardar ___ (*these*) leis.
8. O Senhor abençoou ___ (*this*) cidade.

C. Fill in the Blank

On a separate sheet of paper or aloud with your companion, give the correct demonstrative in its correct form for each of the following sentences.

1. Podemos receber ___ (*that*) ajuda por meio da oração.
2. Viemos à terra para ___ (*that*) propósito.
3. Estou grato por (*those*) ___ verdades.
4. Devemos guardar ___ (*those*) convênios.
5. Queremos evitar ___ (*those*) problemas.
6. Podemos voltar a Deus através d___ (*that*) plano.
7. Deus nos deu ___ (*that*) promessa.
8. Uma pessoa autorizada deve realizar ___ (*those*) ordenanças.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Nós Te agradecemos por ***esta** dia.
   We thank thee for this day.
2. ***Estos** versículos falam da obediência.
   These verses talk about faith.
3. ***Estes** pessoas são obedientes.
   Those people are obedient.
4. ***Essos** membros são fieis.
   These members are faithful.
5. ***Este** é a minha canção preferida.
   This is my favorite song.
6. ***Isso** lição foi maravilhosa.
   That lesson was wonderful.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Este lei se chama a Palavra de Sabedoria.
2. Este princípio é muito importante para mim.
3. Essa é uma boa pergunta.
4. Naquelas dias a Igreja sofria muita perseguição.
5. Este jovem se chamava José Smith.
6. Nesse visão, José Smith viu Deus e Jesus Cristo.
7. Essa pessoa é o bispo.
8. Estas ceremônias se chamam ordenanças.
9. Estes sentimentos vieram do Espírito Santo.
10. Deus nos dá estas mandamentos para nos ajudar.
11. Esses pessoas escutaram a Jesus Cristo.
12. Jesus Cristo visitou também aqueles pessoas.
13. Esse mulher teve muita fé.
14. Sou grato por esse conhecimento.
15. Naquele época a gente tinha costumes diferentes.
16. Vamos os visitar esta quarta-feira.

F. Describe the Picture

Find a picture of Lehi's dream and describe it from Lehi´s perspective. Point to the people or things that you are referring to as you describe his dream. Pay special attention to how you use demonstratives. For example, Lehi could have said, "*Este é a árvore*," "*Este fruto é muito branco*," "*Aquelas pessoas são iníquas*," etc. **Some words you might use include** *árvore, barra de ferro, campo, edifício, fruto, fonte, pessoas, rio, caminho, névoa de escuridão,* etc.

G. Scripture Activities

1. Turn to Alma 22:15. There are four demonstratives in this verse. The story is told from the king´s point of view. Write out the story from Aaron´s point of view using the demonstratives *esse*, *essa*, etc. Share it with your companion or during a lesson today.

2. Turn to Alma 37:21. Answer the following questions in Portuguese on a separate sheet of paper or aloud with your companion.

You may need to read the verses beforehand to understand the scripture correctly. Check your answers after you finish.

Who does “este povo” refer to?
Who does “aquele povo” refer to?
Why does Alma use two different demonstratives to refer to people?

H. Language Study Plan Activities

1. “Learn grammar,” bullet 2. Write down sentences using demonstratives that you can use in your scheduled activities. Have your companion or a native speaker check your sentences for correctness and role play the situation in which you will use them.

2. “Memorize vocabulary and phrases,” bullet 6. Find scriptures that use demonstratives and that you can use in your teaching. Memorize the scriptures and, in role plays with your companion, practice introducing and applying the scripture to your investigators using demonstratives correctly.

Relatives

Examples from *Vocabulary and Phrases*

This scripture explains **what** will happen in the resurrection.	Esta escritura explica **o que** vai acontecer na ressurreição.
God has a body of flesh and bone **that** is immortal.	Deus tem um corpo de carne e ossos **que** é imortal.
Do you know anyone **who** would like to listen to our message?	Conhece alguém **que** gostaria de ouvir a nossa mensagem?
This time **in which** we live is called the final dispensation.	Esta época **em que** vivemos se chama a última dispensação.

Explanation

16a Relative pronouns link a dependent clause to an independent clause and provide a smooth transition from one idea to another while eliminating repetition.

Examples: As pessoas obedecem. As pessoas recebem bênçãos.
The people obey. *The people receive blessings.*

As pessoas **que** obedecem recebem bênçãos.
The people who obey receive blessings.

Note: *Que* links the two sentences and avoids repetition by taking the place of as *pessoas*.

Que

16b *Que* is the most frequently used relative pronoun. It means *that, which, who,* and *whom*. It can also be used after simple prepositions (*a*, *com*, *de*, *em*) when it refers to places, things, or abstract ideas, but not people.

Examples: A escritura **que** fala do julgamento se encontra em segundo Néfi.
The scripture that talks about the judgment is in 2 Nephi.

A imortalidade é um dom **que** todas as pessoas recebem.
Immortality is a gift that all people receive.

A maneira **que** progredimos é por utilizar corretamente o nosso arbítrio.
The way we progress is by correctly using our agency.

In English, the relative pronoun *that* is sometimes optional:

Example: The person **that** we met…

The person we met…

In Portuguese, *que* is always used (a pessoa *que* conhecemos).

Quem

16c *Quem* means *who* or *whom*. It follows simple propositions like *a*, *com*, *de*, *em*, and *por* to refer to people.

Examples: As pessoas **a quem** ensinamos são chilenas.
The people whom we are teaching are Chilean.

Sim, conhecemos a família **de quem** fala.
Yes, we know the family about whom you are talking.

Que / Qual

16d *Que* and *qual* mean *that, which, who,* and *whom*. They are used to refer to people, things, and ideas and agree in number with the noun(s) to which they refer. *Qual* is more frequent in formal writing and speech. *Que* and *qual* are frequently used after prepositions; *qual* is used after longer prepositions.

		Examples
Singular	**que**	É importante obedecer as leis do país **em <u>que</u>** vivemos. *It is important to obey the laws of the country in which we live.*

Singular	**qual**	A vida eterna, **<u>qual</u>** é a exaltação, é o maior dom de Deus. *Eternal life, which is exaltation, is the greatest gift of God.*
Plural	**quais**	O arrependimento é um dos princípios **por meio dos <u>quais</u>** nos tornamos dignos da vida eterna. *Repentance is one of the principles through which we become worthy of eternal life.*

Cujo

16e

Cujo/a(s) means **whose**. It indicates possession. It agrees in number and gender with the noun or thing that is possessed, not the person who possesses it.

Examples:

Vi dois Personagens, **<u>cujo</u> <u>esplendor</u>** e glória desafiam qualquer descrição.
I saw two Personages, whose brightness and glory defy all description.

O maior reino se chama o reino celestial, **<u>cuja</u>** glóri**<u>a</u>** é comparada com a glória do sol.
The highest kingdom is called the celestial kingdom, whose glory is compared to the glory of the sun.

Describing

Activities (see answers on pp. 201–202)

A. Combining Sentences
On a separate sheet of paper, use *que* to combine each pair of sentences into one sentence. Check your answers.

1. Noé foi um profeta. O povo rejeitou Noé.
2. As pessoas se arrependam. As pessoas são perdoadas.
3. O batismo é um convênio. O batismo demonstra o nosso desejo de seguir Deus.
4. O casamento eterno é um convênio. Fazemos o convênio no templo.
5. O pecado é um obstáculo. O pecado nos impede de viver com Deus.
6. Na vida temos experiências. As experiências nos trazem felicidade e dor.
7. A fé é um princípio. As escrituras ensinam a fé.
8. A ressurreição é uma bênção. Todas as pessoas recebem a ressurreição.
9. Nosso corpo é um dom. Deus nos deu o nosso corpo.
10. Deus abençoa as pessoas. As pessoas pagam um dízimo completo.

B. Fill in the Blank: *quem* and *que*
On a separate sheet of paper, complete each sentence by writing the correct form of *quem* or *que*. Check your answers.

1. Queremos um lar em ___ o Espírito possa morar.
2. Há muitos aspectos em ___ podemos melhorar.
3. Precisa saber em___ falamos é Deus.
4. O tempo em ___ vivemos é a última dispensação.
5. “Este é o meu amado Filho, em ___ me comprazo”.
6. Amamos as pessoas ___ ensinamos.
7. Temos corpos com ___ podemos experimentar a vida terrena.
8. Queremos ser pessoas em ___ esteja o Espírito de Deus.

C. Translation
On a separate sheet of paper, write whether you would use *qual* or *(o) que* to translate the word *what* or *which* in each of the sentences below. Check your answers.

1. That’s what the prophets teach us.
2. The Atonement is the way by which we receive forgiveness.
3. The gospel is the plan by which we can progress.
4. What do you understand about baptism?
5. There are ways in which we can avoid temptation.
6. Revelation is the foundation upon which the Church sits.
7. But what is most important, He performed the Atonement.
8. What does it mean to have faith?
9. What have you learned from the Book of Mormon?
10. We can receive the Spirit, which guides us.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. O livro ***José Smith** traduziu se chama o Livro de Mórmon.
   The book Joseph Smith translated is called the Book of Mormon.
2. Havia um jovem ***se chamava** José Smith.
   There was a young man named Joseph Smith.
3. O profeta é a pessoa ***quem** dirige a Igreja.
   The prophet is the person who directs the Church.
4. Devemos seguir ***que** os profetas dizem.
   We must follow what the prophets say.
5. O bispo é a pessoa ***com que** você falava.
   The bishop is the person you were speaking with.
6. Este é o livro ***qual** falávamos **sobre**.
   This is the book we were talking about.
7. A razão ***qual** estamos aqui é para aprender e progredir.
   The reason that we are here is to learn and grow.
8. O dízimo é uma maneira ***no que** exercemos fé.
   Tithing is a way in which we exercise faith.
9. O sacerdócio é o poder ***por meio de que** podemos ser selados.
   The priesthood is the power through which we can be sealed.
10. As pessoas ***quens** oram com sinceridade podem receber respostas.
    People who pray with sincerity can receive answers.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. As decisões que fazemos são importantes.
2. Moisés foi um profeta quem ensinou o evangelho.
3. Os profetas nos dizem que devemos fazer.
4. Há muitos casos na Bíblia em os que Deus fala.
5. Este é o poder por que podemos receber perdão.
6. Um profeta tem que ser alguém quem tenha autoridade.
7. A fé é o princípio de o qual falávamos a última vez.
8. Esta é a maneira em que oramos.
9. Este é um livro se chama o Livro de Mórmon.
10. A razão por que temos provas é para crescer.
11. Todos recebem a ressurreição, qual é um dom gratuito.
12. Quero saber tudo o que posso sobre o evangelho.
13. O profeta de que o meu companheiro fala é Abraão.
14. Não entendemos todas as razões que o mal sucede.
15. Poderia compartilhar que se sente sobre José Smith?
16. A obediência é uma maneira em que demonstramos amor por Deus.

F. Scripture Activities

1. Read D&C 76:13–15. Write down the sentences that contain relatives, making sure to distinguish between *que* as a relative and other uses of *que*. Check your answers. Write your own description of Joseph Smith and Sidney Rigdon's vision using relative pronouns. Then use your description and this scripture to teach a short message to your companion about Joseph Smith's prophetic calling as if he or she were one of your investigators. Get feedback on your use of relatives.
2. In your English scriptures, find verses containing the word *what*. Write down whether each instance of *what* would be translated using *que* or *o que*. Use your Portuguese scriptures to check your answers.

G. Language Study Plan Activities

1. "Actively listen," bullet 3. Because there are some differences between the ways that Portuguese and English use relatives, it's very important to listen carefully to how natives use them. Look for patterns in the ways natives use relatives and try to imitate them.
2. "Improve your ability to read and write," bullet 2. Find other ways to use your scriptures to learn relatives that are similar. Pay attention to the differences between Portuguese and English.
3. "Learn grammar," bullet 2. Write sentences using relatives that you can use in your scheduled activities. Have your companion or a native speaker review your sentences for correctness, and practice using them.

Augmentatives and Diminutives

Explanation

Suffixes are added to the end of words to change their meaning. In this lesson, you will learn about two kinds of suffixes:

- **Augmentatives** are used to intensify, emphasize, or exaggerate words.
- **Diminutives** are used to emphasize smallness or delicacy, or to express affection.

Every suffix cannot be added to every word, and they are not added the same way. Sometimes the spelling of the root of the word must change in order to add the suffix. Additionally, some suffixes, besides the ones mentioned here, give a derogatory meaning to words. So, pay attention to when, how, and where native speakers use suffixes and consult a dictionary to assist you in using them correctly.

-íssimo (*-a*, *-os*, *-as*)

The suffix *–íssimo* intensifies or emphasizes adjectives and agrees in number and gender with the noun that it modifies. It also intensifies adverbs, but when doing so it always remains in the *–íssimo* form.

Examples:

uma canção linda *a beautiful song*	→	uma canção lind**íssima** (adjective) *a very beautiful song*
Ela corre rápido. *She runs fast.*	→	Ela corre rapid**íssimo**. (adverb) *She runs very fast.*

Note: Other augmentatives include *-ão* (intensifies or makes a noun bigger and better, and indicates a blow with that object), *-ona* and -ote/*-ota* (make nouns or adjectives bigger or exaggerated), *-zarrão* (shows that a physical characteristics sticks out or is easily noticed), etc. Be extremely careful with the use of these suffixes since their use may be derogatory, unprofessional, or unbecoming of a missionary.

-inho (*-a*, *-os*, *-as*)

The suffix *–inho* indicates that something is small, delicate, or endearing and agrees in number and gender with the noun that it modifies, or the noun that it describes if it is an adjective (if it's an adverb, it will always end in *–inho*). If the word does not end in *-o* or *-a* or if the stressed syllable does not fall on the next to last syllable, *–zinho* or *-zinha* (*-os*, *-as*) is added.

Examples:

gat**o** *cat*	→	gat**inho** *kitten*
pobr**es** *poor people*	→	pobr**ezinhos** *poor little things/people*

Activities (see answers on p. 202)

A. Create Diminuitives

Write each of the underlined words in its diminuitive form. Check your answers.

1. Gosto do seu cachorro.
2. Escrevo a nossa informação neste papel.
3. Deus chamou um jovem.
4. Precisamos duma cadeira para o seu filho.
5. Amo a minha avó.
6. Há uma organização para os jovens.
7. Temos mais uma coisa para falar.
8. Há muitos amigos para ti na Primária.
9. Vive numa casa na Rua São João.
10. Vamos deixar esta carta.

B. Add *-íssimo*

Add *-íssimo* to the underlined words in each of the sentences below. Check your answers.

1. Tenho recebido muitas bênçãos.
2. A lâmina era de aço fino.
3. A lição foi boa.
4. Houve muitos profetas.
5. Esta comida está rica.
6. É um lugar santo.
7. Aprendi muito na minha missão.
8. Cristo sofreu muito.
9. É um edifício grande.
10. O templo é lindo.

C. Language Study Plan Activity

“Actively listen,” bullet 1. Listen to how natives use suffixes. Imitate their use, but make sure you use appropriate language for a missionary.

Review: Describing Objects and People

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and describing objects, people, and their characteristics

- Gender and Pluralization
- Articles
- Adjectives and Agreement
- Demonstratives
- Relatives
- Augmentatives and Diminutives

Activities (see answers on pp. 202–203)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 13 errors in it. Check your answers.

Deus revela o verdade chamando profetas. Estas profetas são homens justo que têm o sacerdócio, qual é o poder de agir em nome de Deus. As profetas nos ensinam acerca do plano que Deus tem para nós. Às vezes a gente rejeita os profetas. Quando este acontece, se chama um apostasia. Durante uma apostasia, não há ninguém que tem o autoridade do sacerdócio. Contudo, Deus ama aos Seus filhos e sempre chama a outra profeta para restaurar a Sua Igreja. Se obedecemos aos profetas, vamos ser mais feliz. Quero obedecer as palavras Deus nos dá por meio dos profetas.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 12 errors in it. Check your answers.

Se você ora com verdadeiro intenção e tem fé e um coração sincera, Deus vai lhe dar uma resposta. Os sentimentos que recebamos do Espírito Santo são poderoso, mas às vezes são suave e manso. Estes sentimentos nos ajudam a saber que o resposta vem de Deus. Quando recebemos uma resposta, devemos estar dispostos a agir segundo esse resposta. Ao sentir estes sentimentos, vamos querer saber todo o possível sobre o evangelho. Eu lhe prometo que se faz este, a sua vida vai melhorar.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

1. Na conferência os Autoridades Gerais nos falam.
2. Sei que a Igreja é verdadeiro.
3. Profetas são chamados pelo nosso Pai Celestial.
4. Famílias são muito importantes no plano de Deus.
5. Assistirá a igreja conosco o domingo?
6. Essas capítulos falam sobre a guerra.
7. Conhece esta livro?
8. Este livro é um outro testamento de Jesus Cristo.
9. Lerá o capítulo lhe demos?
10. Não há nada que é mais importante que o nosso família.
11. Há muitíssimo coisas para aprender neste livro.
12. Pais devem ensinar bons princípios ao seu família.
13. A razão por que obedeço é que amo a Deus.
14. Conhece o versículo que fale dos três graus de glória?
15. Abraão foi um profeta quem recebeu mandamentos.
16. Esta mês vamos ter a Conferência Geral.
17. Quero seguir que o profeta diz.
18. Não há nada que pode nos separar da amor de Deus.
19. Pode ler estas versículos?
20. Nossa labor é trazer almas a Cristo.
21. Estas bênçãos são muito especial.
22. Fé é o primeiro princípio do evangelho.
23. Aqui tenho um foto do templo.
24. Tem um pergunta?
25. Nosso bispo é um homem que ame ao Senhor.
26. Líderes locais da Igreja são voluntários.
27. Então, você é um mecânico?
28. Sei que temos profetas verdadeiras na terra.
29. Suas decisões são importante.
30. As profetas recebem revelação de Deus.

D. Translation

On a separate sheet of paper, translate the following sentences into Portuguese. Check your answers. This active assumes that you can do present tense conjugations.

1. Sincere faith is very important.
2. That is a good question.

3. I know that the Church is true.
4. The people who obey receive blessings.
5. We are going to talk about repentance.
6. I am a missionary.
7. This verse talks about patience.
8. The decisions that we make are important.
9. The bishop, who is the leader of the ward, lives near here.
10. This is a true book.
11. The people we talk with are children of God.
12. Prophets teach the truth.
13. Repentance is the second principle of the gospel.
14. Prayer is a way in which you can ask God.
15. The prophet, who receives revelation, speaks to us.
16. The bishop is a wonderful person.
17. This is an important principle.
18. My family is more united because of the gospel.
19. I remember the day of my baptism.
20. Families are very important to God.

E. Companion Activities

1. Describe the Book of Mormon to your companion as if he or she were a new investigator. Describe the different sections and choose a particular person from the Book of Mormon and describe him or her as well. Use scriptures in your descriptions. Focus on using articles, demonstratives, and adjectives correctly and get feedback on how well you used these principles.

2. Choose a principle from one of the missionary lessons and write down at least 20 nouns from that lesson. Then write as many adjectives as you can that could describe each noun (for example, for *sentimentos* from the principle "Ore para Saber a Verdade por meio do Espírito Santo", you could use the adjectives *poderosos, suaves, mansos, inspiradores*, etc.). Practice using the nouns and adjectives to teach your companion the principle you chose as if he or she were one of your investigators.

F. Scripture Activities

1. Read 2 Ne. 2:27. Write down each noun and then every article or adjective that agrees with that noun. Also write down each instance where the article is used in Portuguese, but not in English. Check your answers. Then have your companion play the role of one of your investigators and teach this scripture to your companion, describing God, Satan, and men. Describe why agency is preserved or taken away according to whom we choose to follow. Get feedback on how well you used agreement and articles.

2. Read D&C 1:30 and write down where demonstratives and relative pronouns are used. Then have your companion play the role of an investigator who wonders why it matters what church he or she joins. Teach this scripture, focusing on helping the investigator resolve his or her concern by describing the characterics of Christ's Church. Use relatives and demonstratives correctly. Get feedback for both of these areas.

G. Writing Activities

1. Imagine that you are talking with one of the families in the ward or branch in which you serve about a family they know who is interested in the gospel. Write the questions you would ask in order to find out what each member of the family is like, and write possible answers they could give. Pay special attention to agreement between nouns and adjectives, proper use of articles, and proper use of relative pronouns. Have your companion or a native speaker check your questions and answers. Then set a goal to ask a member family for referrals and use your questions to find out about the people they describe.

2. In the *Missionary Vocabulary and Phrases* book, go to a principle that you will soon be teaching that relies on your ability to describe someone or something (such as "The Great Apostasy" or "The Spirit World"). Write down the phrases that use articles where they are not used in English. Write different variations on the sentences adapting them to your upcoming teaching situation.

H. Reading Activity

1. Read the first section (before the * * * * * * *) of *O Testemunho do Profeta Joseph Smith* in the Book of Mormon. Then describe to your companion in your own words, using as much detail as you can, what the angel Moroni looked like and what the objects hidden in the Hill Cumorah looked like. Get feedback from your companion about how well you used the principles from this review in your descriptions.

2. Find a section in *Pregar Meu Evangelho* that uses a lot of present subjunctive in adjective clauses to describe objects and people (some examples are "Preencha a Ficha de Batismo" on page 226 and "Plano da Missão da Ala" on pages 238–239). Read through the section and think about why subjunctive is used so much in adjective clauses. Then restate in your own words to your companion what you read. Focus on using subjunctive correctly in adjective clauses.

Asking about and expressing
Desire, Need, Preference, Ability, Intention, or Purpose

Purpose

This function will help you talk about what we need or want to do; for example, what we need to repent of or what God wants for us. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- We **need to follow up** on his reading next time we meet. (Verb + Infinitive)
- **Pray** for help to stop smoking. (Commands)
- We teach the gospel **in order to** bring others closer to Christ. (*Por e Para* [*para*])
- **I like** teaching about the Book of Mormon.

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- God Is Our Loving Heavenly Father (What does God want for us?)
- Heavenly Father Reveals His Gospel in Every Dispensation (Why did God call prophets? Why do we need them?)
- Restoration of the Gospel (What did Joseph Smith want to know? What did God ask Joseph Smith to do?)
- The Book of Mormon (What can we learn from the Book of Mormon? For what purpose was it written?)
- Pre-Earth Life (What is God's purpose and plan for us?)
- The Atonement (Why did Christ perform the Atonement? Why do we need it?)
- Repentance (What do we need to do in order to repent?)
- Baptism (Why do we need to be baptized?)
- Obedience (Why does God want us to obey?)
- Pray Often (What should we pray for? How do we express our needs and desires?)
- Study the Scriptures (What are the scriptures for? Why do we need to study them?)
- Priesthood and Auxiliaries (What can be done with the priesthood? What are the auxiliaries for?)
- Missionary Work (Why should we desire to do missionary work as members?)
- Temple and Family History (Why do we need temples? How can we get involved in family history work?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Extend Commitment Invitations (Why does God give us commandments? How can I show encouragement and support?)

- Give Directions (How do I tell someone how to get somewhere?)
- Obtain Referrals (Why should we share the gospel with friends? How can we begin to talk about the gospel? How do we increase our desire to share the gospel?)
- Offer a Prayer (How do I ask Heavenly Father for the things that I need?)

Verb + Infinitive

Examples from *Vocabulary and Phrases*

When we covenant with God **we promise to obey** Him.	Quando fazemos convênios com Deus **prometemos obedecê**-Lo.
How **can you find out** for yourself?	Como **pode descobrir** por si mesmo?
We should treat our bodies with respect.	**Devemos tratar** o corpo com respeito.
In order to be baptized you **need to attend** church regularly.	Para batizar-se você **precisa assistir** à igreja regularmente.

Explanation

When there are two verbs in a row and they both have the same subject, the first one is conjugated and the second one is left in the infinitive form.

Verbs + Infinitive

18a Many verbs are often followed by an infinitive, but not always. Below are just a few examples.

Examples:		
	Quero **ler** as escrituras. *I want to read the scriptures.*	Tentamos **compreender**. *We try to understand.*
	Podemos **orar**. *We can pray.*	Devemos **estudar** todos os dias. *We should study every day.*

Verb + Preposition + Infinitive

18b Some verbs require a specific preposition (such as *a*, *de*, *em*, etc.) when followed by an infinitive. The preposition depends on the verb (e.g., *de* is always used with *acabar*).

Examples:		
	Acabamos de ler. *We finished reading.*	As escrituras nos **ensinam a seguir** a Cristo. *The scriptures teach us to follow Christ.*
	As escrituras nos **ajudam a ser** felizes. *The scriptures help us be happy.*	**Começamos a ler.** *We start reading.*

IMPORTANT: As you learn new verbs, pay attention to how they are used with other verbs. If they require a preposition, note the preposition that follows them.

Activities (see answers on p. 203)

A. Fill in the Blank

On a separate sheet of paper, write the verb + infinitive combination that completes each sentence using the verbs given. All sentences are in the present tense. Check your answers.

1. Como ___ (poder, ajudar) (nós) a cumprir com os seus compromissos?
2. Os sentimentos que vêm do Espírito ___ (costumar, ser) mansos.
3. O que ___ (dever, fazer) (nós) para nos aproximar a Deus?
4. (Nós) ___ (querer, compartilhar) o que sentimos pelo nosso Pai Celestial.
5. Deus ___ (prometer, dar) bênçãos aos Seus filhos se obedecemos.
6. Todos nós ___ (esperar, voltar) a viver com Deus.
7. Deus nos ___ (querer, abençoar).
8. Deus ___ (desejar, ajudar) a todos os Seus filhos.
9. Você ___ (precisar, orar) com fê.
10. (Nós) não ___ (querer, chegar) tarde.

B. Translation

Translate each of the sentences below. Pay special attention to verbs that combine with infinitives. Any pronoun refering to **you** will be the singular formal form. Check your answers.

1. I want to share an experience.
2. The Holy Ghost can comfort people.
3. We try to be like Christ.
4. He tried to pray.
5. Life can be difficult at times.
6. We should always pray.
7. We need to obey God's laws.
8. We try to be better each day.
9. We want to share a message.

10. God promises to forgive our sins.
11. We hope to receive answers.
12. You can change.
13. We hope to see your friend today.
14. We need to renew our covenants.
15. We can become like God.
16. We should try to be like Him.
17. Sometimes people don't want to listen to the prophets.
18. We promise to obey His commandments.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Precisamos ***a** ter paciência.
   We need to have patience.
2. Adão e Eva escolheram ***a** comer o fruto.
   Adam and Eve chose to eat the fruit.
3. Deus promete ***de** nos dar o Seu Espírito.
   God promises to give us His Spirit.
4. O evangelho nos ajuda ***viver** melhor.
   The gospel helps us live better.
5. Já tentou ***de** deixar de fumar?
   Have you tried to quit smoking before?
6. Meus pais me ensinaram ***oro**.
   My parents taught me to pray.
7. Quando começou ***lendo** o Livro de Mórmon?
   When did you start reading the Book of Mormon?
8. Quando terminarmos ***lendo**, oferecerá a oração?
   When we finish reading, will you offer the prayer?
9. Podemos ***oferecemos** uma oração?
   Can we offer a prayer?
10. Tentamos ***para** ser melhores todos os dias.
    We try to be better each day.

Expressing

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the verb + infinitive phrase.

1. Aprendemos a evitar o pecado.
2. Labão tentou a matar Néfi e os seus irmãos.
3. Temos que escolher a fazer o que é certo.
4. Costumamos jejuar o primeiro domingo de cada mês.
5. Aprendemos a ser obedientes.
6. Deus promete a nos dar bênçãos por pagar o dízimo.
7. Neste capítulo Jesus ensina os apóstolos orar.
8. Pode terminar lendo esses versículos?
9. Deus quer ajuda aos Seus filhos.
10. Podemos servir aos outros.
11. Devemos seguir aos profetas.
12. Tentamos fazer o que Jesus Cristo faria.
13. Onde começou lendo no Livro de Mórmon?
14. Queremos falar sobre os profetas.
15. Você precisa de deixar fumando antes de se batizar.
16. As escrituras nos ajudam entender a vontade de Deus.

E. Create Sentences

Using your dictionary and the verbs below, create as many sentences as you can that you could use in your teaching. Make sure you know how each verb connects with infinitives. The verbs and how they connect are listed in the *Answers* section.

Example: precisar — Precisa ter fé.; Precisamos obedecer os mandamentos; etc.

1. querer
2. escolher
3. começar
4. deixar
5. poder
6. esperar
7. tentar
8. ajudar
9. buscar
10. aprender
11. terminar
12. dever
13. decidir
14. costumar
15. animar
16. depender
17. prometer
18. tratar
19. terminar
20. desejar

F. Scripture Activity

Read a chapter of the Book of Mormon in English that you can use to teach one of your investigators. As you read, look for sentences that would use verb + infinitive in Portuguese. Write down how you think the sentences would be in Portuguese. Then check your sentences using your Portuguese scriptures and make any corrections. Use the chapter and your sentences to make a lesson plan for your investigator.

G. Language Study Plan Activities

1. “Actively listen,” bullet 3. Listen to how natives link verbs together. When they link verbs differently than you would, write it down. Use your dictionary to help you know whether verbs use prepositions to link to other verbs or link directly to them.
2. “Memorize vocabulary and phrases,” bullet 1. Find phrases from the lessons, scriptures, brochures, and other materials that use verb + infinitive constructions and have to do with a specific topic you will be teaching to one of your investigators. Use the phrases you find as patterns to create other phrases.
3. “Learn grammar,” bullet 2. Go over your lesson outlines and check for errors like the ones in Activities C and D. Have your companion or a native speaker help you correct them. Practice your improved lesson plan with your companion.

Commands

Examples from *Vocabulary and Phrases*

Tell me about your experience with prayer.	**Conte-me** de sua experiência com oração.
Follow the road to the square.	**Siga** a estrada até a plaza.
Please **help us** to be obedient.	Por favor nos **ajude** a ser obedientes.
Let's read a scripture about repentance.	**Leiamos** uma escritura sobre arrependimento.

Explanation

We use commands to tell someone to do or not to do something (e.g., "Write that down!," "Don't do that!, and "Go!").

Commands with *você, vocês,* and *nós*

19a

Commands with *você, vocês,* and *nós* use present subjunctive conjugations. To form these commands:

1. Take the infinitive verb.

or**ar**

2. Drop the –*ar* ending.

or-

3. Add the subjunctive ending that agrees with the subject.

	or**emos**
or**e**	or**em**

Use the following endings to conjugate ***-ar***, ***-er***, and ***-ir*** verbs:

-ar

	-emos
-e	-em

-er

	-amos
-a	-am

-ir

	-amos
-a	-am

Note: In present subjunctive, *-ar* verbs use present tense *–er* endings; *-er* and *–ir* verbs use present tense *–ar* endings. So, the endings are switched in the present subjunctive.

Examples (*você* and *vocês*)

Leia este versículo.
Read this verse.

Estude esta lição.
Study this lesson.

Nós commands are used to make suggestions (e.g., "Let's _____.").

Examples (*nós*)

Sigamos as regras.
Let's follow the rules

Trabalhemos duro.
Let's work hard.

To make these commands negative, add *no* before the verb.

Examples (*nós*)

Não perca a esperança.
Don't lose hope.

Não falemos em inglês.
Let's not speak English.

Irregular commands

19b

Any verb that has an irregular *eu* form in the present tense will use that irregular form in all of the present subjunctive forms.

ter

	ten**h**amos
ten**h**a	ten**h**am

pedir

	peçamos
peça	peçam

There are also some irregulars that do not follow a normal pattern.

ir

	vamos
vá	**vã**o

ser

	sejamos
seja	**sej**am

dar

	demos
dê	dêem

*See the lesson “Present Subjunctive: Forms” for additional irregulars.

Commands with *tu* and *vós* (this is mostly seen in the scriptures and in continental Portuguese)

Affirmative commands with *tu* and *vós* do NOT use present subjunctive forms.

19c **Affirmative commands with *tu***

To form the affirmative command for *tu*, conjugate it in present tense and remove the final *-s*.

Examples:

Recebe o Espírito Santo.
Receive the Holy Ghost.

Abençoa a os membros.
Bless the members.

There are some irregular *tu* commands:

ter	→	**tem**	ser	→	**sê**
dizer	→	**diz**	ir	→	**vai**
vir	→	**vem**	fazer	→	**faz**
por	→	**põe**	sair	→	**sai**

Examples:

Tem fé.
Have faith.

Faz o bem.
Do what is right.

The *tu* form in the imperative is used to confirm a new member, give a blessing, or pray.

Affirmative commands with *vós*

19d To form affirmative commands with *vós,* conjugate it in the present tense and remove the final *-s*:

1. Take the present tense.

falais

2. Remove the final *–s*.

falai

Examples:

Escutai ao Senhor.
Listen to the Lord.

Vinde a Cristo.
Come unto Christ.

Negative commands with *tu* and *vós*

19e Negative commands with *tu* and *vós* use present subjunctive conjugations. To form these commands:

1. **Take the infinitive verb.**

orar

2. **Drop the *–ar* ending.**

or-

3. **Add the subjunctive ending that agrees with the subject.**

ores	oreis

Use the following endings to conjugate ***-ar***, ***-er***, and ***-ir*** verbs:

-ar

-es	-eis

-er

-as	-ais

-ir

-as	-ais

Note: In present subjunctive, *-ar* verbs use present tense *–er* endings; *-er* and *–ir* verbs use present tense *–ar* endings. So, the endings are switched in the present subjunctive.

Examples (*tu* and *vós*)

Não esqueças isso.
Don’t forget that.

Não duvideis; não temais.
Doubt not; fear not.

Irregular negative commands with *tu* and *vós*

Irregular negative commands with *tu* and *vós* follow the same pattern as the irregular commands for *você*, *vocês*, and *nós* (e.g.,

if a verb has an irregular *eu* form in the present or is completely irregular in the subjunctive, the command will have that same irregularity). See the lesson "Present Subjunctive: Forms" for additional irregulars.

19f

Examples (*tu* and *vós*)	**Não tenhas** medo. *Don't be afraid.*	**Não sejais** como os fariseus. *Don't be like the Pharisees.*

Subject Pronouns with Commands

The subject pronouns are normally not used with commands. However, they may be used for emphasis or contrast, or as a matter of courtesy. If used, they go after the verb.

19g

Examples:	**Escreva você** seu nome. *Write your name.*	**Falem vocês** com o presidente. *Talk to the president.*

Activities (see answers on pp. 203–204)

A. Fill in the Blank
On a separate sheet of paper, write the word that should go in each blank to complete the chart. Check your answers.

	Affirmative (Positive) Command	Negative Command
tu	1. ___ (falar) com eles.	2. Não ___ (falar) com eles.
vós	3. ___ (falar) com eles.	4. Não ___ (falar) com eles.
você	5. ___ (falar) com eles.	6. Não ___ (falar) com eles.
vocês	7. ___ (falar) com eles.	8. Não ___ (falar) com eles.
nós	9. ___ (falar) com eles.	10. Não ___ (falar) com eles.

B. Convert Commands
On a separate sheet of paper, change each familiar command in the sentences below to a formal command. Check your answers.

1. Passa-me o livro por favor.
2. Pensa sobre o que ensinamos.
3. Ensina a Palavra de Sabedoria.
4. Esforça-te para aprender!
5. Lê o versículo em voz alta.
6. Obedece as regras.
7. Ora para ter o Espírito.
8. Utiliza o Espírito na lição.
9. Escuta ao profeta porque ele fala a verdade.
10. Escolhe a escritura que é melhor para ensinar este princípio.

C. Conjugation
For each of the sentences below, create the command form for the *você*, *vocês*, and *nós* forms. Check your answers.

1. (Cantar) o hino dois.
2. (Ajudar) os investigadores a entender o evangelho.
3. (Escutar) às instruções durante a reunião.
4. Constantemente (anotar) estas perguntas.
5. (Estudar) a doutrina do evangelho.
6. (Selecionar) passagens das escrituras.
7. Por favor, (ler) aquela passagem das escrituras.
8. (Orar) sinceramente a Deus.
9. (Ensinar) às outras pessoas como reconhecer o Espírito.
10. (Pedir) a Deus mais fé.

D. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Não ***falar** inglês.
   Don't speak English
2. ***Falamos** sobre a lei do dízimo.
   Let's talk to him about the law of tithing.
3. Você ***lê** o versículo.
   Read the verse.
4. Por favor, ***compartilhar** os seus sentimentos.
   Please, share your feelings.
5. Não o ***les** sem orar.
   Don't read it without praying.
6. Não nos ***diz** isso.
   Don't tell us that.

7. Não ***desobedece** as regras.
   Don't disobey the rules.
8. ***Ir** à capela às 10:00.
   Go to the chapel at 10:00.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form to your companion and check your answers with those in the answer key. For each question that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Por favor, chegar um pouco cedo.
2. Tenha fé que Deus pode responder às suas orações.
3. Compartilhe as suas dúvidas conosco.
4. Faça o que os teus pais te falam.
5. Não duvide em nos ligar se tem perguntas.
6. Não o faça sem orar.
7. Escrever qualquer pergunta que tenha.
8. Diga-lhe que vamos nos reunir às 7:00.
9. Presta atenção aos seus sentimentos.
10. Escute atentamente durante a lição.
11. Lê o livro que lhe demos.
12. Se tem problemas, nos chama.

F. District Meeting Activity

Pregar Meu Evangelho often uses the command form to tell you, the missionary, how to effectively perform your work. Prepare a lesson on some aspect of missionary work that you could present in a district meeting using the commands from a section of *Pregar Meu Evangelho*. Some examples include "Idéas e Sugestões para Estudo" (p. 22) and "Encontrar Pessoas com Seu Próprio Esforço" (p. 180). Make sure you change the commands from *você* to *vocês* form to address the district.

G. Scripture Activities

1. Read the following scriptures. Find the commands in each of them and write them down. Check your answers. Then write as many positive and negative commands as possible for each command in different persons (*você*, *nós*, etc.). Make sure you could use your sentences in a teaching situation.

D&C 45:3–5	Morôni 7:33–34
1 Néfi 7:12	D&C 18:10

2. For each of the following scriptures, write down the sentences that contain commands, changing the commands from informal to formal. Check your answers. Have your companion act as one of your investigators and use your sentences to personalize the scriptures for your companion.

3 Ne. 13:6	D&C 88:63	John 1: 46
D&C 1:37	D C 88:119	Mos. 4:2
D&C 33:8–10	Jacob 2:18	

H. Language Study Plan Activities

1. "Learn grammar," bullet 2. Prepare sentences that you could use to give an investigator directions to the church. Practice giving your companion directions to the church as if he or she were the investigator. Have your companion give you feedback on your use of commands.
2. "Learn grammar," bullet 4. Throughout the day, use the command form to give your companion directions to each appointment, take turns telling each other who to talk to or contact, etc.
3. "Actively listen," bullet 3. Set a goal to listen carefully to how native speakers use commands and notice any differences between how they use them and how you would use them.
4. "Memorize vocabulary and phrases," bullet 6. The scriptures are full of commands. Find some key scriptures that use commands and memorize them. Practice changing the commands from informal to formal so you can personalize the scriptures for your investigators.

Por e Para

Examples from *Vocabulary and Phrases*

In order to be baptized you need to stop smoking.	**Para** ser batizado você precisa deixar de fumar.
I know that God will bless you **for** your efforts.	Sei que Deus vai abençoá-lo **pelos** seus esforços.
What was difficult about it **for** you?	O que foi difícil **para** você?
I am grateful **for** my family.	Sou grato **pela** minha família.

Explanation

20a

Por

In most cases, use *por* to say *for, by, through,* or *because of...*

Para

20b

...but use *para* in the following situations instead of *por*:

Expressing

Movement or direction toward a destination or goal (**to**, **headed for**)	**Para** onde vamos? Vamos **para** Argentina. *Where are we heading? We are heading for Argentina.*
	Vamos **para** a capela. *We're on our way to the church.*

20c

A specific time limit or a fixed point in time (**by**, **for**, **due on**) *Para* indicates the time by which something should be done.	A carta para o presidente da missão é **para** sexta-feira. *The letter to the mission president is due on Friday.*
	Estará pronto **para** amanhã. *It will be ready by tomorrow.*

20d

Intended for, destination	A carta é **para** você. *The letter is for you.*
	O evangelho é **para** o nosso benefício. *The gospel is for our benefit.*

20e

Purpose or intent of an action (**in order to**) *Para* indicates the final goal of an action.	Estamos no CTM **para** aprender. *We are in the MTC to learn (in order to learn).*
	Podemos orar **para** saber a verdade. *We can pray to know the truth (in order to know).*

20f

Comparison against a group *Para* makes an implied comparison of inequality of something or someone against a group of its equals or peers.	João é alto **para** a sua idade. *John is tall for his age (comparing John against all people of his age).*
	Seu filho sabe muito **para** a sua idade. *His son knows a lot for his age.*

20g

Holding an opinion or making a judgment	**Para** os membros da igreja, a vida tem um propósito definido. *For members of the Church, life has a definite purpose.*
	Cada pessoa é importante **para** Deus. *Each person is important to God.*

Por vs. *Para*

Note: In the table below, the sentences are the same in each column. Note how the meanings change depending on whether you use *por* or *para*. Also, see *prepositional contractions,* p.110.

Por	*Para*
A comida foi feita **pela** a Irmã Dias. *The food was made **by** Sister Ruiz.*	A comida foi feita **para** a Irmã Ruiz. *The food was made **for** Sister Ruiz.*

20h

Maria é baixa **pela** sua idade. *Maria is short **because of** her age.*	María é baixa **para** a sua idade. *Maria is short **for** her age.*
Vamos **pelo** Porto. *We´re going **through** Porto.*	Vamos **para** o Porto. *We´re going **to (toward)** Porto.*
Dou-lhe o dinheiro **pela** comida. *I give him the money **in exchange for** food.*	Dou-lhe o dinheiro **para** a comida. *I give him the money **with which to buy** the food.*

Activities (see answers on p. 204)

A. *Por* or *Para*

On a separate sheet of paper, write whether *por* or *para* would be used when translating each sentence. Check your answers.

1. God has a plan for us.
2. Will you read this by our next visit?
3. We are here to learn and grow.
4. Enos prayed for the Lamanites.
5. We talked with him for a few minutes.
6. Everyone is important to God.
7. God has great love for his children.
8. This book is for everyone.
9. We will help prepare you for baptism.
10. Christ overcame death for us.
11. We'll pick you up and head for church.
12. Christ paid the price for our sins.
13. The Book of Mormon was translated by Joseph Smith.
14. God sends prophets because of His love for us.
15. Joseph Smith showed great faith for being so young.

B. Dialogue

Elders Martins and Gonçalves are teaching Mr. Ferreira about God's plan for us. On a separate sheet of paper, write either *por* or *para* to complete the dialogue. Check your answers.

Elder Martins: Senhor Ferreira, nós estamos aqui 1.___ uma razão. Deus criou um plano 2.___ nós por causa do amor que tem 3.___ nós. Como se sente sobre a oportunidade de estar aqui na terra?

Sr. Ferreira: Sou grato 4.___ estar aqui na terra, mas às vezes a vida é muito difícil. Por que temos que passar 5.___ tantas dificuldades? Muitas vezes é difícil 6.___ mim manter a esperança.

Elder Gonçalves: Obrigado 7.___ compartilhar isso. Sei que não é fácil. Mas podemos receber ajuda 8.___ a oração e a fé em Jesus Cristo. Ele foi escolhido 9.___ Deus antes desta vida 10.___ vir ao mundo e sofrer 11.___ nossos pecados. Deus tem muitas bênçãos 12.___ nós se seguirmos o Seu plano.

Elder Martins: Senhor Ferreira, o que acredita que Jesus Cristo fez 13.___ você?...

C. Companion Activity

Ask and answer the following questions with your companion. Focus on correctly using *por* and *para*.

1. Por que Deus nos dá mandamentos?
2. Por que é que é possível voltar para Deus?
3. Os filhos de Mosías sentiam preocupação por quem?
4. As bênçãos do evangelho são para quem?
5. Aprendemos o evangelho para quê?
6. Você foi batizado por quem?
7. Onde é que vive (name of investigator)?
8. Para onde vamos pelo nosso primeiro compromisso hoje?
9. Por que havia tanta confusão durante a Grande Apostasía?
10. Precisamos preparar as cartas para o presidente para quando?

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Lerá este capítulo ***pela** nossa próxima visita?
   Will you read this chapter by our next visit?
2. Vamos ***pela** igreja às 9:30.
   We'll head for the church at 9:30.
3. Deus tem um plano ***por** nós.
   God has a plan for us.
4. Os israelitas estiveram no deserto ***para** 40 anos.
   The Israelites were in the wilderness for 40 years.
5. Somos gratos ***para** as nossas bênçãos.
   We are grateful for our blessings.
6. Você é muito importante ***por** Deus.
   You're very important to God.

Expressing

7. Deus tem muito amor ***para** nós.
   God has great love for us.

8. O Livro de Mórmon foi escrito ***por** nós.
   The Book of Mormon was written for us.

9. Cristo pagou o preço ***para** os nossos pecados.
   Christ paid the price for our sins.

10. Cristo ensinou que devemos orar ***para** os nossos inimigos.
    Christ taught that we should pray for our enemies.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two setences that you could use in your teaching today that use the correct form of the word.

1. Cristo morreu para nós.
2. Deus sente preocupação para nós.
3. Pense para um momento no seu Pai Celestial.
4. Por os membros da Igreja a família é muito importante.
5. Somos missionários para dois anos.
6. Como pode se preparar para o seu batismo?
7. Podemos ser salvos por Jesus Cristo.
8. Cristo sofreu para os nossos pecados.
9. Quais perguntas tem por nós?
10. Deus criou um plano para ajudar os seus filhos.
11. Antes da missão trabalhava por uma empresa telefónica.
12. Para ir à igreja tem que passar pela praça São Jorge.
13. O Livro de Mórmon é um guia por nós.
14. Cristo foi crucificado pela gente.
15. Vamos passar pela sua casa no domingo pela manhã.
16. Deus dá aos profetas a autoridade para agir no seu nome.

F. *Liahona* Activity

Find a conference talk from the *Liahona* that deals with a topic you will soon be teaching and highlight every use of *por* and *para.* Try to determine why each was used, asking others for help as necessary. Then find some sentences from that talk using *por* and *para* that you can use in your teaching. Memorize your sentences and practice using them to teach the topic you have chosen to your companion as if he or she were one of your investigators.

G. Scripture Activities

1. Memorize 2 Ne. 2:5. As you memorize, pay special attention to how *por* and *para* are used. Write some sentences, also using *por* and *para*, that will help you use this scripture to teach the importance of the Atonement. See the *Answers* section for examples. Think of an investigator that could benefit from this scripture and practice teaching your companion as if he or she were that investigator.

2. Read Mateus 20:28. What use of *para* does this verse illustrate? Check your answer. Then write a list of other things Christ came to do. Find scriptures to go along with each item in your list and prepare a lesson for the principle “O Ministério do Salvador na Terra” that you could use to teach a new member.

H. Language Study Plan Activities

1. “Learn grammar,” bullet 4. Seek out opportunities to practice *por* and *para*. For example, prepare an outline for a principle from the lessons with sentences using *por* and *para*. Teach your outline to a member and get feedback on whether you used *por* and *para* correctly.

2. “Memorize vocabulary and phrases,” bullet 7. Find some phrases from the lessons, brochures, the *Missionary Vocabulary and Phrases* book, or another Church resource that uses *por* and *para* and that you could use in your teaching. Find other ways to express the same idea or use the ideas expressed by *por* and *para* in the phrases to create phrases about other topics.

3. “Actively listen,” bullet 3. One of the best ways to learn the difference between *por* and *para* is to listen to natives. As you listen, make a note of times when natives use *por* when you would have used *para* and vice versa. Get help from your companion or a native speaker to learn why natives use *por* and *para* differently than you would.

Review: Expressing Desire, Need, Preference, etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and expressing desire, need, preference, ability, intention, or purpose

- Verb + Infinitive (*poder*, *dever*)
- Commands
- Por e Para (*para*)

Activities (see answers on p. 204–205)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 9 errors in it. Check your answers.

Deus quer que somos felizes. Para receber as bênçãos que Deus tem por nós, temos ser obedientes aos mandamentos. Se tentarmos obedecer em todo momento, vamos a estar mais perto de Deus e vamos ser mais felizes. Obedecer significa que fazemos coisas boas, mas também significa que deixamos as coisas que nos afastar de Deus. Se você quer ter mais felicidade na sua vida, ora a Deus e pede mais força para que possa ser obediente. Também deve faz o esforço necessário e tem fé que Deus o ajudará.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 9 errors in it. Check your answers.

Se queremos que Deus responde às nossas orações sobre o Livro de Mórmon, precisa fazemos algumas coisas. Primeiro, precisamos lemos o Livro. Logo devemos meditar sobre o que lemos. Depois, precisamos orar com um coração sincero e verdadeira intenção; temos demonstrar a Deus que realmente queremos que nos diz a verdade. Se fizermos estas coisas, Deus responder à nossa oração. Esta promessa é por todos e sei que você pode receber as respostas que procure.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

1. Compartilhar a sua experiência, por favor.
2. Gosto de muitíssimo estes capítulos.
3. Tento de ser melhor cada dia.
4. Temos obedecer esses conselhos.
5. Quem quer lê o próximo versículo?
6. As provas são pelo nosso bem.
7. Gosta aprendendo sobre as religiões?
8. Vou tentar de explicar este versículo.
9. Se tem perguntas, nos ligar.
10. Meu companheiro gosta esta história.
11. O arrependimento me ajuda estar mais perto de Deus.
12. Joseph estava esperando a receber uma resposta.
13. Oro antes de começar lendo as escrituras.
14. Se deixa fumando, receberá estas bênçãos.
15. Deus promete a nos abençoar por seguir isto.
16. Estamos aqui por aprender e progredir.
17. Vamos a falar da obediência.
18. Preciso a orar antes de receber uma resposta.
19. Este versículo nos ensina ter fé.
20. Precisamos ajuda as outras pessoas.
21. Vamos terminar lendo com o versículo três.
22. Temos que escolher a fazer o bem.
23. Não fazê-lo sem orar primeiro.
24. Por favor, nos diz qual é a sua dúvida.
25. Sei que Deus tem muito amor para nós.
26. Se queremos que Deus nos responde, temos que orar.
27. Pode diz o que entende desse versículo?
28. Não importamos se tem que chegar um pouco tarde.
29. Cristo jejuou para 40 dias.
30. Faltamos três versículos para ler.

D. Translation

On a separate sheet of paper, translate the following sentences into Portuguese. Check your answers.

1. Read (sing. formal) two chapters tonight.
2. I love to see the temple.
3. We are going to talk about repentance.
4. I want to share my testimony.
5. We need to pray in order to receive an answer.
6. I have a question for you (sing. formal).
7. God has blessings for you (pl. formal).
8. I like this chapter a lot.
9. God wants you (sing. formal) to receive blessings.
10. I like to read these chapters.
11. Think for a moment about God's love for you (sing. formal).
12. God wants to bless His children.
13. We learn to have faith through the scriptures.
14. The scriptures teach us to obey the commandments.
15. Study (pl. formal) these verses by our next visit.
16. We want you (pl. formal) to read these chapters.
17. We should be grateful for our blessings.
18. I'm going to offer the prayer.
19. We have to obey.
20. God's plan is for everyone.

E. Companion Activities

1. Using commands and *por* and *para*, use the map to the right to give directions for the following situations:
   - You are meeting with the Gomes family. Give them directions to the church from their house (labeled "Investigator's House" on the map).
   - You meet Brother Martines outside the factory, where he works. Give directions to him to meet you at the café for lunch.
   - You are contacting in the park and you meet Brother Reis. He invites you to his house, which is right behind the hospital. What directions would he give you?
   - On preparation day you are making plans for what you are going to do. Give your companion directions in order to fulfill the following to-do list:
     - E-mail his or her family at the library
     - Make a withdrawal at the bank
     - Get a haircut
     - Go to the grocery store
2. Using verb + infinitive constructions and *ter* + *que*, describe to your companion everything we need to do in order to:
   - Receive eternal life
   - Truly repent of our sins
   - Prepare for baptism
   - Gain a testimony of the Book of Mormon
3. In your next weekly planning session, go over each of your investigators and discuss what their needs are. Discuss how you want to meet those needs. Have your companion give you feedback on how you used verb + infinitive constructions as you discuss these things.

F. Scripture Activities

1. Read Alma 37:37–40 and write down all the uses of *para* as well as all the verb + infinitive constructions. Check your answers. Prepare a short lesson plan that you could use to teach someone what they need to do to have faith and be guided by the Holy Ghost (using the Liahona as a metaphor for the Holy Ghost). Practice teaching your lesson to your companion or a native speaker and get feecback on how well you used these grammar principles.
2. Find a scripture that uses commands and that you can use to teach one of your investigators. Rewrite the commands to use the *você* form and practice personalizing the scripture by teaching it to your companion in the role of your investigator. Get feedback on how well you used commands and how well you personalized the scripture.

G. Writing Activities

1. Write a paragraph about what we need to do in order to return to God. Use verbs with infinitives, *ter* + *que*, *ir* + infinitive, and *para* in your paragraph. Then write down the things you mentioned in your paragraph in the form of commands for someone who wants to follow the plan of salvation. Have your companion or a native speaker check what you wrote. See the answers section for examples.

Asking about and describing
Actions and Events

Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **calls** prophets to restore truths when they are lost. (Present: Regular)
- God **asks** us to keep His commandments. (Verb Comparisons)
- We are blessed **spiritually** and **temporally** when we pay an honest tithe. (Adverbs)
- **Will** you begin reading the Book of Mormon as a family? (Future)
- God called **Joseph Smith** as a prophet.
- Christ visited **them** after His resurrection. (Direct Object Pronouns)
- I gave a copy of the Book of Mormon **to him**. (Indirect Object Pronouns)
- The prophet **will be speaking** at conference. (Progressive and Present Participles)
- We need to help and support **each other** in the Church. (Reflexives)
- The Book of Mormon **was written** by ancient prophets. (Passive Voice)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- Heavenly Father Reveals His Gospel in Every Dispensation (What is the pattern of gospel dispensations? What does God do to reveal the gospel to His children?)
- Pray to Know the Truth Through the Holy Ghost (What do we do to learn truth?)
- Our Life on Earth (What are we supposed to do during this life?)
- Atonement (What does the Atonement do for us? What do we do to apply it in our lives?)
- Faith in Jesus Christ (How do we show our faith? How do we exercise it?)
- Repentance (What do we do to repent?)
- Baptism (What happens during baptism?)
- Gift of the Holy Ghost (What does the Holy Ghost do for us?)
- Endure to the End (What do we do to endure to the end?)
- Lesson 4: The Commandments (What actions do the commandments require of us?)
- Service (What can we do to serve others?)
- Teaching and Learning in the Church (What does the Church do for us?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Conduct a Meeting (What will happen during the meeting?)
- Explain Priesthood Ordinances (What do we do with the Priesthood?)
- Extend Commitment Invitations (What does my invitation really ask them to do? How will

I know if they fulfilled the commitment?)

- Help People Resolve Their Concerns (What is keeping them from gaining a testimony?)
- Obtain Referrals (What can members do to prepare their friends?)
- Perform Priesthood Ordinances (What things do I say and do during an ordinance?)
- Plan Daily and Weekly Activities (What are you doing this week?)
- Talk with Everyone (What do they do for work/fun?)
- Teach Others How to Pray (What do we do when we pray?)
- Use the Scriptures (How can someone apply the scriptures in his or her life?)

Present: Regular

Examples from *Vocabulary and Phrases*

When **we keep the Sabbath day holy we receive** joy.	Quando **santificamos o dia do Senhor recebemos** alegria.
The Holy Ghost **confirms** the truths the prophets **teach**.	O Espírito Santo **confirma** as verdades que os profetas **ensinam**.
This knowledge **helps** me when **I need** comfort.	Este conhecimento me **ajuda** quando **preciso** consolo.
The Lord **promises** to help us if **we work** hard.	O Senhor **promete** nos ajudar se **trabalhamos** arduamente.

21a

Explanation

The present tense is used to talk about actions that are occuring in the present, including actions that are in progress. It is the equivalent of saying, “We teach the gospel.” The present tense is also used to indicate when a scheduled activity will take place in the near future, such as, “Tomorrow we are teaching the Pires family.”

In this lesson you will learn how to use three kinds of Portuguese verbs:

Verbs ending with –*ar*
Verbs ending with –*er*
Verbs ending with –*ir*

-ar		-er		-ir	
am**ar**	(*to love*)	aprend**er**	(*to learn*)	assist**ir**	(*to attend*)
ajud**ar**	(*to help*)	dev**er**	(*to have to*)	decid**ir**	(*to decide*)
ensin**ar**	(*to teach*)	l**er**	(*to read*)	distingu**ir**	(*to distinguish*)

Actions

Forms of the Present Tense

21b

Conjugating -*ar* verbs in present

1. Take the infinitive verb.

fal**ar**

2. Drop the –*ar* ending.

fal-

3. Add the present tense ending that agrees with the subject.

fal**o**	fal**amos**
fal**as**	fal**ais**
fal**a**	fal**am**

Use the following endings to conjugate **-*ar***, **-*er***, and **-*ir*** verbs:

-ar		-er		-ir	
-o	-amos	-o	-emos	-o	-imos
-as	-ais	-es	-eis	-es	-is
-a	-am	-e	-em	-e	-em

Examples:

-ar

Testifico que Deus vive. *I testify that God lives.*	Sentimos o Espírito quando **ensinamos** o evangelho. *We feel the Spirit when we teach the gospel.*
Quando **oras**, **falas** com Deus. *When you pray, you talk with God.*	**Escutais** à voz do Espírito Santo. *You listen to the voice of the Holy Ghost.*
Sei que Deus nos **ama**. *I know that God loves us.*	Sei que os profetas **pregam** a verdade. *I know that the prophets preach the truth.*

-er

Quando **leio** as escrituras, me sinto paz. *When I read the scriptures, I feel peace.*	**Cremos** em Deus. *We believe in God.*
Aprendes a verdade de Deus. *You learn the truth from God.*	**Compreendéis** a verdade. *You understand the truth.*
Sei que Deus **promete** muitas bênçãos. *I know that God promises many blessings.*	Sei que os profetas **possuem** o sacerdócio. *I know that the prophets hold the priesthood.*

-ir

Distingo entre o bem e o mal por meio do espírito. *I distinguish between good and evil through the Spirit.*	Sei que Deus está feliz quando **cumprimos** os mandamentos *I know that God is happy when we keep the commandments.*
Decides seguir a Deus. *You decide to follow God.*	**Abris** o seu coração. *You open your heart.*
Sei que Deus **existe**. *I know that God exists.*	Eles **assistem** igreja aos domingos *They attend church on Sundays.*

Actions

Activities (see answers on pp. 205–206)

A. Conjugation

Conjugate the following *–ar* verbs in the present in a verb tree on a separate sheet of paper. Check your answers.

ensinar (to teach)	andar (to walk)	praticar (to practice)	contar (to count)
amar (to love)	estudar (to study)	trabalhar (to work)	escutar (to listen)
ajudar (to help)	falar (to speak)		

B. Translation

Translate the following phrases on a separate sheet of paper. Check your answers.

1. I speak	2. You (pl. informal) practice	3. You (pl. informal) help	4. He practices
5. You (sing. formal) listen	6. I count	7. I walk	8. She listens
9. They teach	10. She works	11. The elders love	12. They help
13. We walk	14. God loves	15. We speak	16. You (sing. informal) study
17. He works	18. You (sing. formal) study		

C. Conjugating in Sentences

Say each of the following sentences aloud with the correct present conjugation of the verb in parentheses. Check your answers.

1. [Eles] (ensinar) a lição.	2. [Vós] (amar) Jesus Cristo.	3. [Nós] (testificar) do Salvador, Jesus Cristo.
4. [Eu] (amar) o meu amigo.	5. Você (ensinar) com o Espírito.	6. Os profetas (agir) em nome de Deus.
7. [Tu] (cantar) muito bem.	8. Deus nos (amar).	9. [Eu] (apreciar) a minha família.
10. [Nós] (estudar) português.	11. Meu companheiro (trabalhar) com diligência.	12. [Ele] (restaurar) verdades por meio dos profetas.

D. Conjugation
Conjugate the following *–er* verbs in the present in a verb tree on a separate sheet of paper. Check your answers.

aprender (to learn)
ler (to read)
correr (to run)
comer (to eat)
crer (to believe)
compreender (to understand)
prometer (to promise)
vender (to sell)
beber (to drink)
romper (to break)

E. Translation
Translate the following phrases. Check your answers.

1. I believe
2. You (sing. informal) eat
3. You (sing. informal) break
4. He learns
5. You (sing. formal) read
6. I learn
7. I sell
8. She drinks
9. They promise
10. She understands
11. The elders read
12. You (pl. formal) eat
13. We break
14. They drink
15. We promise
16. You (sing. informal) sell
17. He runs
18. You (formal) believe

F. Conjugating in Sentences
Say each of the following sentences aloud with the correct present conjugation of the verb in parentheses. Check your answers.

1. [Eu] não (vender) o livro.
2. [Vós] (crer) a palavra de Deus.
3. [Eu] (aprender) muito na missão.
4. [Nós] (crer) em Cristo.
5. [Tu] (aprender) muito rápido.
6. Ele (correr) todos os dias.
7. [Vocês] (ler) as escrituras.
8. [Nós] (ler) juntos.
9. [Vocês] (prometer) ler o livro.
10. [Ela] (aprender) português.
11. [Vós] não (romper) o convênio.
12. [Tu] (comer) o pão.

G. Conjugation
Conjugate the following *–ir* verbs in the present in a verb tree on a separate sheet of paper. Check your answers.

construir (to construct)
agir (to act)
cumprir (to fulfill)
existir (to exist)
decidir (to decide)
distinguir (to distinguish)
abrir (to open)
cobrir (to cover)
assistir (to attend)
conferir (to confer)

H. Translation
Translate the following phrases. Check your answers.

1. We exist
2. You (pl. informal) decide
3. You (sing. informal) act
4. He constructs
5. You (sing. formal) act
6. I confer
7. I fulfill
8. We open
9. They construct
10. It covers
11. The elders fulfill
12. They cover
13. I open
14. He attends
15. We attend
16. You (sing. informal) confer
17. We fulfill
18. You (pl. formal) exist

I. Conjugating in Sentences
Say each of the following sentences aloud with the correct present conjugation of the verb in parentheses. Check your answers.

1. Os profetas (agir) em nome de Deus.
2. Seu vizinho (assistir) a igreja.
3. [Nós] (existir) em tempos perigosos.
4. [Tu] (decidir) quem és.
5. [Eu] (conferir) o Espírito Santo.
6. [Eu] (cumprir) o evangelho.
7. [Vós] (cobrir) os vossos pecados.
8. [Vocês] (construir) templos por pagar o dízimo.
9. [Nós] (assistir) à igreja aos domingos.
10. [Ele] (decidir) o que ensina.
11. Os profetas (existir) hoje.

J. Dialogue
Complete the following dialogue by filling in the blanks with the correct form of the verb in parentheses. Check your answers.

A fé em Jesus Cristo
Nós 1.___ (reconhecer) que é possível voltar a viver com o nosso Pai Celestial se (nós) 2. ___ (depender) na graça e na misericórdia do Seu filho. Quando temos fé em Cristo, 3. (nós)___ aceitar) e 4. (nós) ___ (aplicar) a Sua expiação e os Seus ensinamentos. Isto 5. ___ (significar) que (nós) 6. ___ (confiar) nele. 7. (Nós) ___ (crer) em Cristo e (nós) 8. ___ (crer) que Ele 9. ___ (desejar) a nossa salvação. A fé 10. ___ (encorajar) as pessoas a agir. A fé 11. ___ (conduzir) ao perdão dos pecados e se 12. ___ (centralizar) em Jesus Cristo.

K. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Você ***aprenda** português muito rápido.
   You learn Portuguese really fast.
2. Deus ***amar** a todos os Seus filhos.
   God loves all His children.
3. A gente ***assistem** à igreja.
   People attend church.
4. Minha família ***vivem** em Utah.
   My family lives in Utah.
5. As missionárias ***estudas** eficazmente.
   The sister missionaries study effectively.
6. Os profetas ***ensinem** a verdade.
   Prophets teach the truth.
7. Eu ***ler** as escrituras.
   I read the scriptures.
8. Os investigadores ***acreditamos** em Deus.
   The investigators believe in God.

L. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Eu sei que Deus exista.
2. Os pesquisadores vivem muito longe daqui.
3. Cristo sofre quando nós sofrem.
4. Ensinamos e pregar o evangelho.
5. Deus escuta quando oramos.
6. A Igreja não vende o Livro de Mórmon.
7. Estudo, medito e orar sobre as escrituras.
8. Eles praticamos e estudam.

Actions

M. Translation

Translate the following sentences on a separate sheet of paper. Check your answers. As you do this activity, think of specific investigators or teaching situations where you might use the sentences.

1. You (sing. formal) love God.
2. We must obey.
3. Missionaries depend on the Lord.
4. I testify that we have a prophet.
5. You write (pl. formal) questions about the Book of Mormon.
6. We decide to serve the Lord.
7. Many people live without the gospel.
8. Do you (sing. formal) believe in God?
9. I teach the gospel by the Spirit.
10. We help our companions.
11. You (pl. formal) speak Portuguese with the Lord's help.
12. You (pl. informal) appreciate the Savior.
13. They receive many blessings.
14. We pray in the name of Jesus Christ.
15. God responds when we pray.

N. Companion Activity

Ask and answer the following questions with your companion. Answer with complete sentences.

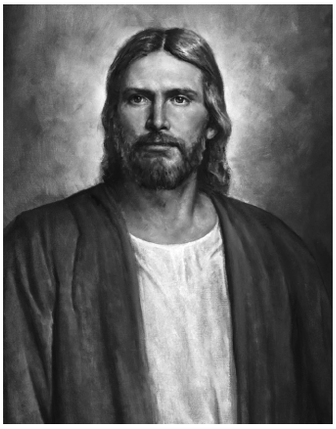
Example: Você estuda o idioma?
Sim, estudo o idioma todos os dias.

1. Quando oramos?
2. A gente crê em Cristo?
3. Escreve cartas à sua família?
4. Como o seu companheiro ensina?
5. Quando lê a Bíblia?
6. Onde vive o profeta?
7. Os membros estudam as escrituras?
8. O que estuda na manhã?
9. Os pesquisadores assistem a igreja?
10. Por que ensinamos o evangelho?
11. Como os pesquisadores aprendem o evangelho?
12. Trabalhamos diligentemente?
13. Você compartilha o seu testemunho mucho?
14. Prego com poder?

O. TALL VP Activities

1. Turn to the TALL VP book on page 120 “Use the Scriptures.” Look at how the present tense is used for the following verbs: aprender, explicar, ler, significar, compartir. Conjugate these verbs using a verb tree. Check your answers. Translate the following sentences and check your answers:
   a. I learn from the scriptures. We learn from the scriptures.
   b. The scripture explains that God loves us. The prophets explain the mission of Jesus Christ.
   c. You read the scriptures. I read the Book of Mormon every day.
2. Choose a topic that you will be teaching today and look in the TALL VP book for the A1, E1, and I1 verbs in that topic and conjugate them using a verb tree. Write 5–10 sentences using these verbs that you will use today. Check your answers with the model conjugation in the back of the TALL VP book.

P. Scripture Activities



1. Turn to 2 Ne. 25:26 in Portuguese. There are four regular present-tense verbs in this verse (ignore *regozijamo-nos*). Write down each verb and check your answers. Have your companion act as a new investigator and personalize the scripture by:
   a. Teaching what the prophets do, as explained in the verse (use the *eles* form of the verbs)
   b. Sharing what you do as a missionary, using the language in the verse (use the *eu* form)
   c. Using this verse to explain what the current prophet does (use the *ele* form)
2. Turn to Heb. 12:6. There are four regular present-tense verbs in this verse. Look up any words you don’t know. Think of an investigator who may be going through some trials. Then use this verse and the present tense to teach your companion as if he or she were that investigator about why sometimes we go through difficult times in our life as part of the principle “Deus É Nosso Amoroso Pai Celestial” from the first lesson.

Q. Language Study Plan Activities

1. “Learn grammar,” bullet 2. Choose 10 verbs that you would like to use throughout the day. Conjugate each verb in the present tense in a verb tree. Then write at least one sentence for each verb and say at least two sentences for each verb. Ask a more advanced Portuguese speaker to correct any errors. Memorize these verbs.
2. “Actively listen,” bullet 3. Throughout the day listen attentively to native speakers and try to distinguish when they use present tense. Do you use it in the same way?
3. “Ask others to help you,” bullet 3. Ask others throughout the day to correct your use of present tense and suggest ways in which you could improve.

Verb Comparisons

Examples from *Vocabulary and Phrases*

Eternal life is **to know** God and Jesus Christ.	A vida eterna é **conhecer** a Deus e a Jesus Cristo.
I like to **play** basketball.	Eu gosto de **jogar** basquete.
I **ask** thee to bless my companion.	Eu Te **peço** que abençoes o meu companheiro.
When does the bus **leave**?	Quando **sai** o ônibus?

Explanation

Portuguese has several verbs which are often confusing for English speakers because they can have the same English translation. They are not interchangeable in Portuguese, however. Here are a few of the most common.

22a To Know

Saber: *to know a fact* or *to know how to do something*. It also means *to find out* in the preterit.

Sabemos que Deus vive.
We know that God lives.

Sei tocar o piano.
I know how to play the piano.

vs.

Conhecer: *to know a person* or *to be familiar with something*. It also means *met* in the preterit.

Conheço o irmão Santos.
I know Brother Santos.

Conhece esta área?
Are you familiar with this area?

22b To Ask

Pedir: *to ask for something*

Pedimos bênçãos.
We ask for blessings.

João **pediu** o livro.
John asked for the book.

vs.

Perguntar: *to ask for information*

José **perguntou**: ónde?
Joseph asked: where?

Eu **perguntei** sobre o livro.
I asked about the book.

22c To Leave

Deixar: *to leave something behind* or *to quit doing something*

Deixei o meu livro no quarto.
I left my book in the room.

João precisa **deixar** de fumar.
John needs to quit smoking.

vs..

Sair: *to leave* or *to exit a place*

Saímos do quarto.
We exit the room.

Saíram cedo hoje da manhã.
They left early this morning.

22d To Play

Tocar: *to play a musical instrument*

Sei **tocar** o piano.
I know how to play the piano.

Ela **toca** bem o violino.
She plays the violin well.

vs.

Jogar: *to play a game or sport*

Jogamos futebol.
We play soccer.

Ele **joga** basquete.
He plays basketball.

Activities (see answers on pp. 206–207)

A. Fill in the Blank

On a separate sheet of paper, complete the sentences below by choosing the correct verb and conjugating it correctly. Check your answers.

1. Aprendi a ___ (play) o piano quando era jovem.
2. Deus ___ (knows) cada um dos Seus filhos.
3. Podemos ___ (ask) bênçãos em oração.
4. Devemos ___ (leave) atrás os nossos pecados.
5. Ao batizar-nos, ___ (we leave) a nossa vida anterior.
6. Não devemos ___ (play) com as coisas espirituais.
7. Os profetas ___ (know) o que devemos fazer.
8. (Eu) ___ (know) esta cidade.
9. José ___ (asked) a qual igreja devia se unir.
10. O evangelho nos ajuda a ___ (leave) das trevas.

B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Se ***perguntarmos por** bênçãos, Deus nos responderá.
   If we ask for blessings, God will answer.
2. ***Conhece** que Deus é o nosso Pai?
   Do you know that God is our Father?
3. Deus ***sabe** aos Seus filhos.
   God knows His children.
4. ***Sabe** ao irmão Rodrigues?
   Do you know Brother Rodriguez?
5. Ligaremos antes de ***deixar** nosso apartamento.
   We will call before we leave our apartment.
6. Enos ***perguntou por** perdão de Deus.
   Enos asked for forgiveness from God.
7. Pode ***pedir** a Deus se o Livro de Mórmon é verdade.
   You can ask God if the Book of Mormon is true.
8. Vamos ***sair** um livro com você.
   We're going to leave a book with you.
9. Para aprender a ***jogar** o piano, tive que praticar muito.
   To learn to play the piano, I had to practice a lot.
10. Decidi não ***tocar** futebol mais aos domingos.
    I decided not to play football on Sundays anymore.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Decidi pedir a Deus se José Smith foi um profeta.
2. Vamos deixar o endereço da capela.
3. Sei que a Igreja é verdadeira.
4. Tomei muitas aulas para aprender a tocar o violino.
5. Para se batizar, precisa deixar de beber.
6. Perguntamos a Deus sobre o Livro de Mórmon.
7. Sabe a nossa Igreja?
8. Sei que José Smith foi um profeta.
9. Pedimos em oração se a nossa decisão é correta.
10. Vamos deixar o nosso apartamento às 10:30.
11. Conhece ao bairro São Lucas?
12. Na reunião sacramental, alguém toca o órgão.
13. No domingo não jogamos desportos.
14. Vamos jogar futebol na atividade da ala.
15. Antes de sair para a escola, orava com a minha família.
16. Conhece quando começam as reuniões?

D. Scripture Activity

Go to the Topical Guide or Index in your English scriptures and look up the words "leave," "know," "ask," and "play." Predict which of the two options for that word would be used in each scripture. Check your answers using your Portuguese scriptures.

E. Language Study Plan Activities

1. "Actively listen," bullet 3. Listen to how natives use the verbs in these lessons. Write down when they use a different verb than you would have used and find out why.
2. "Learn grammar," bullet 4. Write sentences using each of the verbs from this lesson that you can use for specific teaching appointments. Have your companion or a native check your sentences for correctness.

Adverbs

Examples from *Vocabulary and Phrases*

We must **continually** develop Christlike attributes.	Devemos **continuamente** desenvolver atributos de Cristo.
Basically we believe the same way.	**Basicamente** cremos o mesmo.
Finally, we close in the name of Jesus Christ, amen.	**Finalmente**, terminamos em nome de Jesus Cristo, amém.
Faith helps us to heal **spiritually** and **physically**.	A fé nos ajuda a curar **fisicamente** e **espiritualmente**.

Explanation

An adverb of manner tells *how* something is done. Things can be done **easily**, **kindly**, **seriously**, **quickly,** etc.

Example: Devemos nos arrepender ***rapidamente*** dos nossos pecados.
We should quickly repent of our sins.

Note: In English these adverbs end in *–ly*. The Portuguese equivalent of the *–ly* ending is *–mente*. Most Portuguese adverbs end in *–mente*.

Formation of the Adverbs of Manner

23a

Actions

1. Take an adjective.	**2. Make it feminine.** (*if possible*)	**3. Add the ending -mente.**
completo *(complete)*	completa	completa**mente** *(completely)*

Examples:

claro	→	clara	→	claramente
imediato	→	imediata	→	imediatamente
direito	→	direita	→	direitamente

Deus nos ensina **claramente** como receber o perdão.
God teaches us clearly how to receive forgiveness.

Note: Adverbs of manner do not change in form. Do not try to make them agree with anything.

For some adjectives, the feminine form is the same as the masculine form. In this case, simply add the *–mente* ending to the singular form of the adjective.

Examples:

espiritual	→	espiritualmente
total	→	totalmente
breve	→	brevemente

If there is a series of adverbs, the *–mente* is only added to the last one (see last example below).

Examples:

Deve se arrepender **rapidamente** dos seus pecados. *You should quickly repent of your sins.*	Jesus Cristo obedeceu os mandamentos **completamente**. *Jesus Christ completely obeyed the commandments.*
Temos que seguir **fielmente** Jesus Cristo. *We have to faithfully follow Jesus Christ.*	Podemos viver com Deus **eternamente** por meio da Expiação. *We can live eternally with God through the Atonement.*
Devemos tentar melhorar **continuamente**. *We should continually try to improve.*	A Expiação pode curar as pessoas **física**, **emocional** e **espiritualmente**. *The Atonement can heal people physically, emotionally, and spiritually.*

Activities (see answers on p. 207)

A. Find the Adverb

On a separate sheet of paper, write down the adverbs in each of the following sentences. Check your answers.

1. Somos literalmente filhos de Deus.
2. Devemos viver o evangelho plenamente.
3. Na ressurreição o nosso corpo e espírito se reunirão eternamente.
4. Jesus Cristo pode nos curar, tanto física como espiritualmente.
5. Podemos nos tornar como Ele somente se guardamos os mandamentos.
6. As pessoas devem estar completamente preparadas para o batismo.
7. Durante nossa vida estamos separados de Deus fisicamente.
8. Se orarmos teremos o Espírito mais abundantemente.
9. Somos limpos somente pela graça de Deus.
10. Sentimo-nos alegria ao nos arrepender diariamente.

B. Fill in the Blank

On a separate sheet of paper, write the adverb that should go in each blank, using the adjective given. Check your answers.

1. Em oração falamos ___ (honesto).
2. Deus nos guiará ____ (constante).
3. Orarão tanto ____ (individual) como na família?
4. Pagam o dízimo e as ofertas ____ (voluntário).
5. Devemos estudar as escrituras ____ (diário).
6. O pai e a mãe devem se ajudar ____ (mútuo).
7. Participamos ____ (semanal) no Sacramento.
8. Se guardarmos os mandamentos viveremos ____ (eterno).
9. Podemos desfrutar o Espírito mais ____ (pleno).
10. ___ (real) não entendemos todas as coisas.
11. Deus nos abençoará ____ (abundante) se pagarmos o dízimo.
12. ___ (final) devemos proseguir com fé.

C. Translation

On a separate sheet of paper, translate each of the following sentences. Pay attention to word order as well as form. Check your answers.

1. I like teaching a lot.
2. We take the sacrament weekly.
3. I know my companion well.
4. I pray daily to have the Spirit.
5. I really want to learn more about the Atonement.
6. How can you (sing. form.) live the gospel daily?
7. I want to briefly summarize this principle.
8. We should attend the temple regularly.
9. God blesses us temporally and spiritually.
10. We must live the commandments faithfully to receive forgiveness.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Realamente** cremos em Deus e o Seu evangelho.
   We really believe in God and His gopel.
2. A oração nos fortalece ***espiritualamente**.
   Prayer strengthens us spiritually.
3. Devemos compartilhar o nosso discurso ***brevamente.**
   We should share our talk briefly.
4. ***Atualmente,** somos missionários por dois anos.
   Actually, we're missionaries for two years.
5. Está bem se oramos ***antes começamos** a lição?
   Is it all right if we pray before we begin the lesson?
6. Eu gosto de ensinar com membros ***maior** que ensinar sozinho.
   I like teaching with members better than teaching alone.
7. A Irmã Pais vive ***perto** a **capela**.
   Sister Perez lives close to the chapel.
8. Eu gosto do Livro de Mórmon ***muito**.
   I like the Book of Mormon a lot.
9. O Irmão Santos acredita ***firmamente** na Igreja.
   Brother Sanchez firmly believes in the Church.
10. A loja fica ***em frente a capela**.
    The store is in front of the chapel.

Actions

E. Error Correction

Each sentence below is either correct or has one error. On a separate sheet of paper, write down the error in each sentence that has one. If the sentence has no error, write "Correct." Check your answers after you finish.

1. Compartilhei a minha mensagem brevemente.
2. Você realmente acredita isso?
3. Devemos seguir o Senhor constante.
4. Atualmente, somos missionários da Igreja.
5. Real não sabemos que horas são.
6. Gostamos desta história muito.
7. Orou imediatemente depois de ler.
8. Os missionários vivem perto a capela.
9. Depois de ensinamos, oferecemos uma oração.
10. Devemos seguir Cristo fiel.
11. Deus abençoa as famílias espiritualmente e temporariamente.
12. Conheço ao Irmão Santos bem.

Do Something More

Think of times when you make similar errors to those in exercises D and E. Write additional sentences that you could use in your teaching today which demonstrate the correct use of the principle.

F. Scripture Activity

Read the following scriptures and write all the adverbs on a separate sheet of paper. Check your answers. Write as many sentences as you can using each adverb. Think about upcoming teaching appointments as you write your sentences.

Alma 9:24	D&C 119:4
D&C 88:78	Moisés 3:5
D&C 90:24	Enos 1:3
D&C 97:1	

G. TALL VP Activity

Look up a topic you will be teaching today in *Missionary Vocabulary and Phrases*. Find the adverbs in the vocabulary list and create as many sentences as you can for them. If there are no adverbs listed, find adjectives and turn them into adverbs that you can create sentences with. Use your sentences to practice teaching your companion as if he or she were your investigator.

Example: Principle: The Great Apostasy
Adjective: *espiritual* → Adverb: *espiritualmente*
Sentence: O povo estava **espiritualmente** perdida durante a Grande Apostasia.

Actions

H. Companion Activity

Remember that one of the roles of adverbs is to tell how something was done. Ask and answer the following questions with your companion. Make sure you use adverbs in all of your answers. After each answer, evaluate whether you could use that sentence in a teaching situation that you have coming up. If so, write it down and memorize it.

Example: Como necessitamos tratar o povo?
Necessitamos tratar **amigavelmente** o povo.

1. Como devemos orar?
2. Como Deus abençoa os Seus filhos?
3. Como precisamos trabalhar?
4. Como devemos crer em Jesus Cristo?
5. Como devemos estudar português?
6. Como precisamos obedecer?
7. Como devemos nos arrepender?
8. Como devemos ler as escrituras?
9. Como devemos esperar respostas às nossas orações?
10. Como precisamos participar nas reunões da Igreja?

I. Language Study Plan Activities

1. "Memorize vocabulary and grammar," bullet 2. Look and listen for adverbs you haven't heard before. Write down the adverbs and look them up. If appropriate, incorporate them into your speech.
2. "Learn grammar," bullet 3. In Portuguese, adverbs are often placed in a different part of the sentence compared to English. Pay special attention to word order in regard to adverbs. Imitate what your hear and read.
3. "Ask others to help you," bullet 2. Ask your companion and native speakers to correct your use of adverbs throughout the day.

Future

Examples from *Vocabulary and Phrases*

Next week, **we will discuss** the Atonement.	Na próxima semana **vamos falar** da Expiação.
The obedient **will live** in a state of happiness.	Os obedientes **viverão** num estado de felicidade.
Will you pray to God about Joseph Smith?	**Vai orar** a Deus sobre Joseph Smith?
We will have a ward activity on...	**Teremos** uma atividade da ala no dia...

Explanation

The future tense is used primarily to refer to what will happen in the future. It is also used to express probability in the present. In Portuguese there is both a one-word and a two-word future form of the word.

24a

Forms: Two-Word*

More commonly used by Portuguese speakers

The two-word future tense is very much like the English future tense but instead of using *will*, Portuguese speakers use the verb *ir* which also means "to go."

Conjugations of ***Ir***

vou	**vamos**
vais	**ides**
vai	**vão**

Create the two-word future tense by placing the verb *ir* in its conjugated state in front of the infinitive of the verb that you would like to put into the future tense.

Examples:

Vou estudar as escrituras cada dia. *I will study the scriptures every day.*	**Vamos sentir** o Espírito. *We will feel the Spirit.*
Vais aprender a verdade de Deus. *You will learn God's truth.*	Pedi e **ides receber**. *Ask and ye shall receive.*
Vai ler estas partes do Livro de Mórmon? *Will you read these parts of the Book of Mormon?*	**Vão orar** acerca do Livro de Mórmon? *Will you pray about the Book of Mormon?*

In Portuguese, using the first person plural two-word future tense (vamos _____) is how native speakers suggest acting a certain way or doing certain activities

Examples:

Vamos! *Let's go!*	**Vamos** orar. *Let's pray.*
Vamos para a capela. *Let's go to the chapel.*	**Vamos** comer. *Let's go and eat.*

Forms: One-Word

The endings for *-ar*, *-er,* and *-ir* verbs are all the same for the future tense:

Future tense endings

-ei	**-emos**
-ás	**-eis**
-á	**-ão**

Actions

24b

To conjugate verbs in the future tense:

1. **Take the infinitive verb.**	2. **Add the future tense ending that agrees with the subject.**	
orar	orar**ei**	orar**emos**
	orar**ás**	orar**eis**
	orar**á**	orar**ão**

Note: that the future endings are added directly to the infinitive. Do not drop the infinitive *-ar/-er/-ir* ending before adding the future ending. Also, note that the endings for *tu, ele/ela/você,* and *eles/elas/vocês* have accents.

Both the one word and two word future forms mean both 'will + verb' and 'going to + verb', as well as 'going to go + verb'.

Examples:

Estudar**ei** as escrituras cada dia. *I will study the scriptures every day. OR* *I am going to study the scriptures every day.*	Sentir**emos** o Espírito. *We will feel the Spirit. OR* *We are going to feel the Spirit.*
Aprender**ás** a verdade de Deus. *You will learn God's truth. OR* *You are going to learn God's truth.*	Pedi e receber**eis**. *Ask and ye shall receive.*
Ler**á** estas partes do Livro de Mórmon? *Will you read these parts of the Book of Mormon?* *Are you going to read these parts...*	Orar**ão** acerca do Livro de Mórmon? *Will you pray about the Book of Mormon?* *Are you going to pray...*

Actions

Exceptions			Use a shortened form of the infinitive.
dizer	→	**dir–**	dir*ei*, dir*ás*, etc.
fazer	→	**far–**	far*ei*, far*ás*, etc.
trazer	→	**trar–**	trar*ei*, trar*ás*, etc.

Using the Future to Speculate

Portuguese speakers often use the one-word future tense of *ser* or *estar* to speculate what is happening at the present. When it is clear that a speaker is referring to the present but the future tense is used, it implies uncertainty or probability.

24c

Examples:

Os missionários estar**ão** na capela? *Do you think that the missionaries are in the chapel?*
Quem ser**á**? (after someone knocks on the door) *Who could that be?*

Activities (see answers on p. 207)

A. Two-word future — Fill in the Blank

On a separate sheet of paper, write the correct two-word future conjugation for each sentence. Check your answers.

1. Esta escritura ___ ajudar muitíssimo.
2. ___ (você) ler o Livro de Mórmon conosco?
3. Quais são as bênçãos que ___ (tu) receber se obedecer a Palavra de Sabedoria?
4. Se você pagar os seus dízimos e ofertas, Deus ___ abrir as janelas do céu para você.
5. Eu ___ cumprir com todas as minhas metas esta semana.
6. Eu ___ servir uma missão por dois anos.

B. One-word future — Fill in the Blank
On a separate sheet of paper, write the correct one-word future conjugation for each sentence. Check your answers.

1. Eu prometo que se você ler no Livro de Mórmon, ___ (receber) uma resposta de Deus.
2. ___ (Ser) que José já leu o capítulo que deixamos por ele?
3. Você ___ (falar) com o seu Pai Celestial por meio da oraçâo?
4. Ser batizado ___ (mudar) a sua vida para sempre.
5. Nós ___ (ir) à igreja às 9h00.
6. Eu ___ (fazer) os programas pelo serviço batismal.

C. Translation
Translate the following sentences on a separate sheet of paper. You can use either one- or two-word future. Check your answers.

1. Will you (sing. formal) read the introduction?
2. They will go to Sunday School after this meeting.
3. Will you (sing. formal) be baptized this Sunday?
4. We will pray after the lesson.
5. Will you (pl. formal) invite an investigator next week?
6. You (sing. formal) will understand the Book of Mormon.
7. Will you (sing. formal) live the Word of Wisdom?
8. Tomorrow we will have preparation day.
9. Today we will talk about the plan of salvation.
10. Will you (sing. formal) pay tithing?
11. Will you (pl. formal) prepare as a family to go to the temple and be sealed?
12. Will you (sing. formal) follow this plan to overcome this addiction?

D. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Se você orar, ***saberei** que este livro é verdade.
   If you pray, you will know that this book is true.
2. Se nos ***prepararemos**, teremos o Espírito.
   If we will prepare, then we'll have the Spirit.
3. Acredito que ***quereria** ler este livro.
   I think you will want to read this book.
4. Amanhã ***saio** para outra área.
   Tomorrow I'll leave for another area.
5. Se você ***perguntará**, receberá uma confirmação.
   If you will ask, you will receive an answer.
6. O que ***fazerá** depois de ler?
   What will you do after reading?
7. Se ***arrependerá-se**, Deus perdoará os seus pecados.
   If you will repent, God will forgive your sins.
8. Se ***terão** fé, poderão vencer estes obstáculos.
   If you will have faith, you will be able to overcome these obstacles.
9. Quando ***viria** o bispo?
   When will the bishop come?
10. Não ***dizerei** as coisas certas.
    I won't say the right things.

E. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. O irmão Barros nos visitarei amanhã.
2. Virá conosco à igreja?
3. Você invitarei o seu amigo à lição?
4. Se você ler receberá bênçãos.
5. Quando poderá vir conosco amanhã?
6. Se você orar a Deus lhe darei uma resposta.
7. Planejaremos às 9 da noite.
8. Se você se batizar verá uma grande mudança na sua vida.
9. Teremos uma grande recompensa se seguirmos o plano de Deus.
10. Se você servir o seu próximo sabemos que o nosso Pai Celestial lhe darás muitas bênçãos.

F. Companion Activities

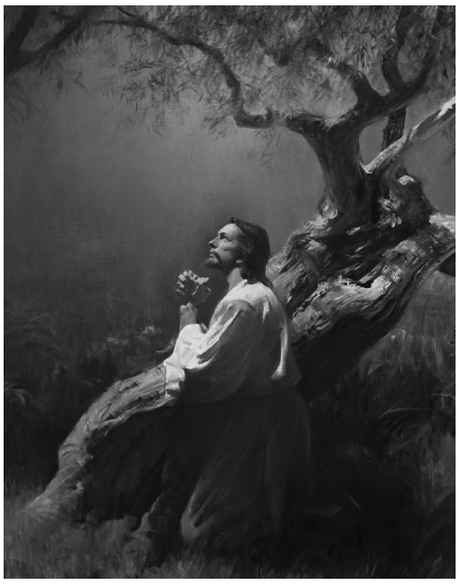
1. Think of a commitment that you will be extending in an upcoming lesson. With your companion, practice teaching the principle, extending the commitment, and promising blessings. Think about specific blessings that you will promise to the investigator to whom you will extend the commitment. Focus on your use of the future tense.
2. With your companion, think of five commitments that you extend often. Practice extending the commitments in different ways using different verbs in the future tense. Extend each commitment in at least three different ways. Try to use both regulars and irregulars.
3. Tell your companion about some of the goals you will achieve this week. Include both language and personal study goals. Have him or her give you feedback on how well you used the future.
4. As a companionship, plan out the things that you will do to prepare a baptismal service. Focus on using the future tense
5. Ask and answer the following questions with your companion. Answer with complete sentences.

Example: Como é que vai melhorar o seu português?
Vou melhorar o meu português por seguir o meu plano de estudo.

a. Como irá à igreja este domingo?
b. O que O Senhor nos promete em 1 Né. 3:7?
c. Como é que vai facilitar amizade entre os membros e os nossos investigadores?
d. Quais são as bênçãos que vou receber se eu ler as escrituras?
e. Sabe que vamos ressuscitar?
f. O que vai fazer para utilzar o seu tempo amanhã?
g. O que fará para desfrutar mais da companhia do Espírito?
h. O que fará para preparar pelo serviço batismal?

G. *Preach My Gospel* Activity

Review the principle "A Ressurreição, o Julgamento e a Imortalidade" in Lesson 2 in *Pregar Meu Evangelho*. Find all the future verbs and write them down. Check your answers. Think about someone you will be teaching this to in the next couple of days. Practice teaching your companion as if they were that investigator, promising blessings that would be specific to the investigator. Focus on your use of the future tense and using the verbs you pulled out of *Pregar Meu Evangelho*, as well as any others you need.



H. Scripture Activities

1. Read D&C 39:12, 49:26–27, and 84:88. Write down each of the future-tense verbs. Check your answers. Then, prepare a lesson that you can teach your companion, or other missionaries during district meeting, that talks about how the Lord will help missionaries in their work and how he or she will be blessed. Teach your companion and get feedback on your use of the future.
2. Read Alma 7:11–12. Think of how to express what Alma is saying in your own words. Then, use the scripture to teach your companion or a member what Alma says. Start off with, "Alma diz…" Get feedback from your companion or the member about how well you expressed what Alma says.

I. Langauge Study Plan Activities

1. "Actively listen," bullet 1. Listen carefully to how native speakers use the future tense, especially compared to *ir* + infinitive. When they say something differently than what you would have said, write it down. Imitate the way that natives talk about events in the future.
2. "Learn grammar," bullet 2. Write down some sentences using the future that you can use in your scheduled activities today. Have your companion check your sentences for correctness and role play the situations where you will use them.

Direct Object Pronouns

Examples from *Vocabulary and Phrases*

Our faith in Christ leads **us** to repent.	A fé em Cristo **nos** leva a nos arrepender.
We know that the Lord will strengthen **you**.	Sabemos que o Senhor vai **o** fortalecer.
How would Peter react if we invited **him** to attend church?	Cómo o Pedro reagiria se **o** convidaremos a assistir a igreja?
I anoint **you** with this consecrated oil.	Eu **te** unjo com este óleo consagrado.

Explanation

The direct object indicates what or who receives the action of the verb.

25a

Identify a Direct Object

To find what or who receives the action of the verb, we ask the question "What or who is being _____-ed?"

Example: The missionaries read the scriptures.

What is being **read**? → the scriptures. The direct object in this sentence is "the scriptures."

25b

Replace a Direct Object

Direct Object Pronouns				Examples
me	me	**nos**	us	Maria, sei que Deus **a** conhece pessoalmente. *Maria, I know that God knows **you** personally.*
te	you (sing. informal)	**os**	you (pl. informal)	Manuel e Rui, sei que Deus **os** abençoará por sua obediência. *Manuel and Rui, I know that God will bless **you** for your obedience.*
o/a	you (sing. semiformal, formal) him, her, it	**os/as**	you (pl. semiformal, formal), them	O evangelho **nos** ajuda a progredir. *The gospel helps **us** progress.*

25c

Placement

Brazilians almost always put the direct object pronoun before the verb (as seen in the examples above). There are two cases, however, in which the pronoun goes after the verb:

- When the pronoun would be at the beginning of a sentence.
- When the pronoun is the object of an infinitive verb.

When the pronoun goes after the verb, it is attached with a hyphen.

Example

Ele **os entendeu** completamente. *He understood them completely.*	→	**Entendeu-os** completamente. *He/She understood them completely.*

If the word ends in an ***r, s,*** or ***z***, then you must drop the final letter (***r, s,*** or ***z),*** put an *l* before the pronoun. After dropping the final letter, if the new final letter is an ***a, e,*** or ***i***, put an accent mark on the last letter of the verb. Examples are below:

a becomes **á**
e becomes **ê**
i remains **i** (a word-final *i* is always stressed, even without an accent [see *luzir* rule])

Examples

Quero ajuda**r a Síster**. *I want to help the Sister.*	→	Quero ajud**á**-l**a**. *I want to help her (the sister).*
Le**r** o livro é importante. *Reading the book is important.*		L**ê**-l**a** é importante. *Reading it is important..*

Actions

Nós abrimo**s** **a janela.** *We opened the window.*	Nós abrimo**-la**. *We opened it (the window).*

25d

If a word ends in an ***m***, you must attach the object pronoun with a hyphen and add an ***n*** to the front of it.

Examples

Eles ajudara**m** **a Síster**. *They helped the Sister.*	→	Eles ajudara**m**-n**a**. *They helped her (the sister).*
Eles fizera**m** **comida**. *They made food.*		Eles fizera**m**-n**a**. *They made it (the food).*
Vocês abrira**m** **a janela?** *You opened the window?*		Vocês abrira**m**-**na**? *You opened it (the window)?*

Referring to Ideas

Sometimes the direct object is not a specific noun, but an idea.

What is known? That the church is true.
Ideas like this are always replaced by the pronoun *o*.

Examples

Sei **que a Igreja** é **verdadeira**.
I know that the Church is true.

Sabe **que a Igreja** é **verdadeira**?
Do you know that the Church is true?

Sim, **o** sei.
Yes, I know it.

Activities (see answers on pp. 207–208)

Actions

A. Turn Nouns into Pronouns

On a separate sheet of paper write the correct direct object pronoun for the following words. Check your answers.

1. a verdade
2. a irmã Flores
3. as lições
4. o livro
5. ela
6. o pesquisador
7. os missionários
8. o presidente Packer
9. as verdades
10. nós
11. o professor
12. a casa
13. eu
14. Maria

B. Translation

On a separate sheet of paper, translate the following sentences using direct object pronouns. Check your answers.

1. We helped him.
2. It cleanses us.
3. He knows us.
4. We see him.
5. I saw it (the book).
6. We can receive them (blessings).
7. She said it (the truth).
8. We can do it.
9. We build them (temples).
10. We have them (God's commandments).
11. I'll do it!
12. You (pl. formal) share them (your feelings).
13. God blesses her.
14. They love me.
15. We receive it (an answer).
16. You (pl. semiformal) share it (the experience).
17. We overcome them (obstacles).
18. He invites you (sing. formal masc.).

C. Companion Activity

Ask the following questions with your companion and answer them in complete sentences using direct object pronouns.

Example: Vai compartilhar o seu testemunho hoje? Sim, vou comparti-lo.

1. Você ajuda o seu companheiro?
2. Deus mostra o Seu amor?

3. Compartilhamos nossos testimonios?
4. Vendemos o Livro de Mórmon?
5. Precisamos convidar (name of investigator) a se batizar?
6. Quem dirige a reunião sacramental?
7. A quem Deus ama?
8. A irmã canta o hino?
9. João visita os seus pais?
10. Os profetas ensinam a verdade?
11. Precisa da ajuda de Deus ?
12. Sabe que a Igreja é verdadeira?

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Sei que o Livro de Mórmon é verdadeiro. Quando ***leio-lo**, sinto o Espírito.
   I know the Book of Mormon is true. When I read it, I feel the Spirit.
2. Queremos voltar com Deus. Para atingir ***ele**, devemos ser limpos.
   We want to return to God. To achieve it, we must be clean.
3. As escrituras são importantes e devemos ler ***elas** sempre.
   The scriptures are important and we must always read them.
4. Com respeito às ordenanças, ninguém possuia a autoridade para realizar ***elas**.
   As for ordinances, nobody had the authority to perform them.
5. O templo é muito especial. Visitaremos ***ele** esta sexta.
   The temple is very special. We will visit it this Friday.
6. Deus ama ***a vocês** muito.
   God loves you a lot.
7. Deus revela a verdade. ***Lo** revela por meio dos profetas.
   God reveals the truth. He reveals it through prophets.
8. Deus inspira aos homens e ***chama los** à sua obra.
   God inspires men and calls them to His work.
9. Podemos comunicar-nos com Deus. Fazemos ***lo** por meio da oração.
   We can communicate with God. We do it through prayer.
10. O sacerdócio abençoa as famílias e ajuda ***a elas** a ser fortes.
    The priesthood blesses families and helps them be strong.

Actions

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Deus nos criou à Sua imagem.
2. A senhora Gomes estava na atividade. Viu ela?
3. Deus chama a eles para ser profetas.
4. Deus nos ajuda a seguir os seus mandamentos.
5. Tenho uma família e amo ela muito.
6. A igreja é verdadeira. Sei o com todo o meu coração.
7. O irmão Oliveira vive perto. Conhecem ele?
8. Deus nunca nos abandona.
9. Vocês sabem que Deus os ama.
10. Deus abençoa a me muito.
11. Chamou o seu amigo e convidou o à atividade?
12. Aprendo muito do Livro de Mórmon quando leio ele.
13. Uma mulher tocou o manto de Jesus e Ele a curou.
14. Cristo nos convida a vir a Ele.
15. Pode ser difícil obedecer, mas precisamos fazê-lo.
16. Os mandamentos são importantes e devemos guardá-las.

F. *Preach My Gospel* Activity

Go to *Pregar Meu Evangelho* page 195 and read the three suggested steps to share a scripture with an investigator. Identify direct objects in the steps. Then, teach your companion the steps for sharing a scripture focusing on the use of direct objects.

G. Companion Activity

With your companion, review your lesson plans for today. Write 10 sentences using direct object pronouns that you can use in your teaching and practice using them. Get feedback from your companion about how well you used direct object pronouns.

H. Scripture Activities

1. Read D&C 14:7. Identify which words are the direct objects. Check your answers. Using direct object pronouns where possible, write out how you could share this scripture.
2. Read Alma 32:37–38. In these verses, Alma introduces a topic and then refers to it using direct object pronouns. Write down what the topic is and then write down each instance that a direct object, together with a verb, is used to refer to it. Check your answers. Think of an investigator who could benefit from these verses. Teach your companion about faith using these verses as if he or she were that investigator. Focus on using direct object pronouns to refer to established topics.

3. Using the following scripture list, list the direct object pronouns that are used in each scripture. Next to each pronoun write the noun that it refers to. Check your answers. Think of investigators that you will be teaching in the next couple of days and write out how you might share one of these scriptures with them, using direct object pronouns in the same way they are used in the scripture.

   a. 1 Ne. 17:36
   b. D&C 131:1–3
   c. D&C 130:1–2
   d. Alma 5:45–46
   e. Marc. 12:1–9
   f. Jer. 1:5
   g. Amós 8:12
   h. 1 Ne. 19:7–9
   i. D&C 123:12
   j. 2 Ne. 33:1–2

I. Companion Activity

With your companion, take each topic and think of as many sentences as you can where that topic can be used as a direct object pronoun.

Example: A família

Cuidamo-la. Amamo-la. Deus a criou. A Igreja a fortalece. etc.

1. As escrituras
2. Os mandamentos
3. Os pesquisadores
4. O bispo
5. O evangelho
6. *Pregar Meu Evangelho*
7. Os membros da Igreja
8. O português
9. Os membros da família
10. A verdade

Actions

J. Language Study Plan Activities

1. "Actively listen," bullet 5. Think of questions that your investigators or other people could ask you today and write them down. Then write how you would answer them using direct object pronouns (if possible). Have your companion or a native speaker check your sentences for correctness.
2. "Memorize vocabulary and phrases," bullet 7. Find sentences that use direct objects in the *Missionary Vocabulary and Phrases* book, the lessons, brochures, etc. Memorize the phrases and set goals to use them. Find other ways to express the same idea in your own words.

Indirect Object Pronouns

Examples from *Vocabulary and Phrases*

God gives **us** commandments to protect us.	Deus **nos** dá mandamentos para nos proteger.
We know that the Lord will give you an answer.	Sabemos que O Senhor vai **lhe** dar uma resposta.
Keeping these commitments will bring **you** confidence.	Cumprir estes convites **lhe** trará confiança.
I ask **thee** to bless my companion.	Eu **Te** peço que abençoes o meu companheiro.

Explanation

The indirect object indicates **to whom** or **for whom** something is intended.

Identifying the Indirect Object

26a

To find the indirect object, we ask the question "**To whom** or **for whom**?"

Example: The missionaries teach the lesson to João.

To **whom**? → **to João**. "João" is the indirect object in the sentence and receives the direct object "the lesson."

Replacing the Indirect Object

26b

The indirect object is always introduced with the preposition *para*. To avoid repeating the indirect object again and again, we replace it with an indirect object pronoun.

Examples:

Ensinaram a lição **para João**?
Did you teach the lesson to João?

Sim, **lhe** ensinamos a segunda lição.
Yes, we taught him the second lesson.

Here are the Portuguese indirect object pronouns:

me *me*	**nos** *us*
te *you (singular/informal)*	**vos** *you (plural/informal)*
lhe *him/her/it/you (singular/formal)*	**lhes** *them/you (plural/formal)*

Examples:

Nossas experiências terrenas **nos** dão oportunidades para progressar.
Our earthly experiences give us opportunities to progress.

Os missionários **lhe** deram o Livro de Mórmon.
The missionaries gave him/her/you the Book of Mormon.

As escrituras **me** parecem fascinantes.
The scriptures are fascinating to me.

Placement

26c

In Brazillian Portuguese, the indirect object pronoun almost always procedes the verb it is attached to. In Continental Portuguese (Portugal), the indirect object pronoun comes after the verb with a hyphen, unless the clause in which the indirect object is contained is negative, subjunctive, or proceeded by an adverb that answers the question "when?" (e.g., always/sempre, never/nunca, still/ainda)

BEFORE THE VERB	AFTER THE VERB (*Portugal)
Ainda não lhe demos um Livro de Mórmon. *We still haven't given him a Book of Mormon.*	Deus deu-nos os nossos corpos. *God gave us our bodies.*
Eu lhes digo a verdade. *I tell you the truth.*	Vamos dar-lhe o panfleto e depois ensinar-lhe a segunda lição. *Let's give him the pamphlet and then teach him the second lesson.*

Activities (see answers on p. 208–209)

A. Identify the Indirect Object

On a separate sheet of paper, write down the indirect object in each of these sentences. Check your answers.

1. Deus falou com Adão e lhe revelou o evangelho.
2. Deus nos promete inspiração se pedirmos com fé.
3. A Expiação nos dá esperança.
4. Eu te digo que sei que a igreja é verdedeira.
5. Deus me deu as respostas para as minhas orações.
6. Se vocês pedirem com fé, Deus lhes dará a resposta.
7. O templo me traz muito paz.
8. Já lhe telefonei para confirmar o nosso compromisso.
9. Deus nos pede que o obedeçamos.
10. O arrependimento nos traz a paz.
11. As escrituras me ensinam coisas importantes.
12. Deus e Jesus Cristo falaram com Joseph Smith e lhe disseram que todas as igrejas eram falsas.

B. Translation

Translate the following sentences, focusing on using indirect objects correctly. Check your answers.

1. God has provided a plan for us.
2. The Spirit will teach you (pl. formal) what to do.
3. The Atonement gives us peace.
4. I promise you (sing. formal) that you will be happier.
5. God can give you (sing. formal) the answer you need.
6. Could you (sing. formal) give us your address?
7. Christ spoke to the people about kindness.
8. Jesus gave the Apostles authority to act in His name.
9. Christ told Joseph Smith that none of the churches was true.
10. I want to do what God asks me.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Eu ***o** dei uma cópia do Livro de Mórmon.
   I gave him a copy of the Book of Mormon.
2. O anjo ***se** disse a Maria que seria a mãe de Jesus.
   The angel told Mary that she would be the mother of Jesus.
3. Esta passagem ensina ***nos** que Deus ouvirá.
   This passage teaches us that God will listen.
4. Ele ***deu-lhe** (o Livro de Mórmon) à Maria.
   He gave it (the Book of Mormon) to Maria.
5. Deus promete ***a nós** a orientação do Espírito.
   God promises us the guidance of the Spirit.
6. Deus dá ***nós** provas.
   God gives us trials.
7. A gente rejeitou aquilo que os profetas ***lhes** ensinavam.
   The people rejected what the prophets taught them.
8. Vamos ***ensiná-lo** sobre o plano de salvação.
   We're going to teach you about the plan of salvation.
9. Eu soube que o Espírito estava falando ***a mim**.
   I knew that the Spirit was speaking to me.
10. O que disse ***a ele** quando perguntou sobre a Igreja?
    What did you say to him when he asked about the Church?

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Acredita que Deus pode responder a você?
2. Deus nos deu muitas bênçãos.
3. Nós Te agradecemos pelo evangelho.
4. Deus nós apresentou o plano antes desta vida.
5. Moisés subiu o monte e Deus lhe deu os mandamentos.
6. Seu amigo disse a nós que quer saber mais.
7. O que a disse a presidente da Sociedade de Socorro?
8. Meu companheiro lhe pôs azeite na cabeça.
9. Deus mostra nós o seu amor em muitas maneiras.
10. João aparaceu a Joseph Smith e Oliver Cowdery e lhes deu o sacerdócio.

E. Companion Activity

Ask and answer the following questions with your companion using indirect objects and complete sentences.
Example: O que Jesus Cristo disse a Joseph Smith? → Jesus Cristo lhe disse que não devia se unir a nenhuma igreja.

1. O que Jesus Cristo disse a Joseph Smith?
2. O que Deus disse para Enos?
3. O que você prometerá quando for batizado?
4. Os profeteas do Livro de Mórmon escreveram para quem?
5. O que Joseph Smith pediu a Deus?
6. Quais são os mandamentos que Deus deu para Adão e Eva?
7. O que seus pais lhe ensinaram?
8. O que Deus nos promete se perseverarmos até o fim?
9. O que vamos ensinar os nossos pesquisadores hoje?
10. O que Cristo disse para os seus apóstolos?

F. Scripture Activities

1. Read João 14:26. Think of an investigator whom you will soon be teaching about the gift of the Holy Ghost. Practice teaching this scripture to your companion as if he or she were that investigator. Personalize the scripture by changing the indirect objects from *vos* to the appropriate indirect object for the investigator. Get feedback on your use of indirect objects.

H. Language Study Plan Activities

1. "Actively listen," bullet 3. Listen for how natives use indirect objects. Imitate what you hear and write down new phrases you can use.
2. "Learn grammar," bullet 2. Prepare sentences that use indirect objects for your scheduled activities. Have your companion check your sentences. Practice using them throughout the day.
3. "Memorize vocabulary and phrases," bullet 7. Find sentences from the lessons, brochures, or the *Missionary Vocabulary and Phrases* book that use indirect objects and that you can use to teach key gospel principles. Memorize the sentences and find other ways to say the same thing.

Prepositional Contractions

Examples from *Vocabulary and Phrases*

Brother Ramos is waiting **in the** chapel.	O Irmão Ramos está a esperar **na** capela.
We receive revelation **through the** gift of the Holy Ghost.	Recebemos revelação **pelo** dom do Espírito Santo.
Are you a member **of the** Church?	Você é membro **da** Igreja?
I speak with God and He speaks **with me** through prayer.	Eu falo com Deus e Ele fala **comigo** através da oração.

Explanation

Contractions are two words joined together to form a single word (e.g., I + am = I'm). In English we have the option of contracting the two words or leaving them separate; in Portuguese, however, certain words always contract with each other. Following is a list of some of these words.

*** Note:** For the contractions **dele/dela/deles/delas**, see *Possessive Pronouns.*

Contractions with Articles

Preposition	+	Article	=	Contraction	English Translation
de	**+**	o	**=**	**do**	*of the, from the*
		a		**da**	
		os		**dos**	
		as		**das**	
		um		**dum***	*of a, from a*
		uma		**duma***	
		uns		**duns***	*of some, from some*
		umas		**dumas***	

*These are the only optional contractions in this lesson. Also, they are never formally written.

Example
Somos membros **da** Igreja de Jesus Cristo **dos** Santos **dos** Últimos Dias.
We are members of The Church of Jesus Christ of Latter-day Saints (of the Saints of the Last Days).

Preposition	+	Article	=	Contraction	English Translation
em	**+**	o	**=**	**no**	*in the, on the*
		a		**na**	
		os		**nos**	
		as		**nas**	
		um		**num**	*in a, on a*
		uma		**numa**	
		uns		**nuns**	*in some, on some*
		umas		**numas**	

Example
Nós vivemos **numa** dispensação de muito iluminação espiritual.
We live in a dispensation of much spiritual enlightment.

Preposition	+	Article	=	Contraction	English Translation
a	**+**	o	**=**	**ao**	*to the, at the*
		a		**à**	
		os		**aos**	
		as		**às**	

Example
Vamos encontrar às onze horas da manhã.
Let's meet at 11am. (Let's meet at eleven hours of the morning)

Preposition	+	Article	=	Contraction	English Translation
por	**+**	o	**=**	**pelo**	*for the, through the*
		a		**pela**	
		os		**pelos**	
		as		**pelas**	

Example
Jesus sofreu pelos pecados do mundo.
Jesus suffered for the sins of the world.

Contractions with Demonstratives

27b

Preposition	+	Demonstrative	=	Contraction	English Translation
de	**+**	este(s)	**=**	**deste(s)**	*of this, from this, of these, from these, of that, from that, of those, from those*
		esta(s)		**desta(s)**	
		isto		**disto**	
		esse(s)		**desse(s)**	
		essa(s)		**dessa(s)**	
		isso		**disso**	
		aquele(s)		**daquele(s)**	*of that (far away), from that (far away), of those (far away), from those (far away)*
		aquela(s)		**daquela(s)**	
		aquilo		**daquilo**	

Example
Grandes bênçãos estão ao alcance **daqueles** que obedecem aos mandamentos de Deus.
Great blessings are within the reach of those that obey the commandments of God.

Preposition	+	Demonstrative	=	Contraction	English Translation
em	**+**	este(s)	**=**	**neste(s)**	*in this, on this, in these, on these, in that, on that, in those, on those*
		esta(s)		**nesta(s)**	
		isto		**nisto**	
		esse(s)		**nesse(s)**	
		essa(s)		**nessa(s)**	
		isso		**nisso**	
		aquele(s)		**naquele(s)**	*in that (far away), on that (far away), in those (far away), on those (far away)*
		aquela(s)		**naquela(s)**	
		aquilo		**naquilo**	

Actions

Example
As revelações contidas neste livro nos dão-nos luz espiritual.
The revelations contained in this book give us spiritual light.

Preposition	+	Article	=	Contraction	English Translation
a	+	aquele(s)	=	**àquele(s)**	*to that (far away), to those (far away)*
		aquela(s)		**àquela(s)**	
		aquilo		**àquilo**	

Example
Vamos àquela cidade quando tivermos tempo.
Let's go to that city when we have time.

Contractions with Pronouns

Preposition	+	Article	=	Contraction	English Translation
em	+	ele	=	**nele**	*in him, on him, in it, on it*
		ela		**nela**	*in her, on her, in it, on it*
		eles		**neles**	*in/on them (the boys)*
		elas		**nelas**	*in/on them (the girls)*

Example
Este é o Livro de Mórmon. As verdades do evangelho são encontradas nele.
This is the Book of Mormon. The truths of the gospel are found in it.

Preposition	+	Article	=	Contraction	English Translation
com	+	mim	=	**comigo**	*with me*
		ti		**contigo**	*with you (tu)*
		si		**consigo**	*with you (você)/ himself/ herself*
		nós		**conosco**	*with us*
		vós		**convosco**	*with you (vós)*

Example
O senhor irá à igreja **conosco**.
Will you go to church with us?

Activities (see answers on p. 209)

A. Create Contractions
Each of the sentences below has two or more words that should be a contraction. Change the sentence to include the appropriate contraction. Check your answers.

1. Deus quer falar com nós para transmitir a sua vontade.
2. Somos missionários de a igreja de Jesus Cristo.
3. As famílias têm muitos desafios em os nossos dias.
4. Ele vai a a igreja todos os domingos.
5. Podes receber muitas bênçãos por a fé.
6. O que sabem de esta doutrina de Cristo?
7. Em este mundo vamos aprender muitas lições.
8. Ele disse que não pode ir a aquela reunião em o domingo.
9. Cristo quer que confiemos em ele.
10. Recebemos esperança de a expiação.
11. Deus falou para Noé por a oração.
12. Encontramos direção por as nossas vidas em as escrituras.
13. Eu sei que vai encontrar muito paz em este livro.
14. Está pronto ir a a igreja?
15. Vai falar com o presidente em uma entrevista.
16. Vamos por o ônibus para a conferência da zona.
17. Você vai orar com nós para saber se é verdade?
18. Terão que receber revelação em essa situação.

B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ele é membro ***de a** Igreja.
   He is a member of the Church.
2. Vocês vão ***a a** igreja este domingo.
   Will you guys come to church this Sunday?
3. Jesus Cristo sofreu ***por as** pessoas do mundo.
   Jesus Christ suffered for the people of the world.
4. Ele é ***de aquela** outra igreja.
   God commanded them (to do it).
5. Os apóstolos pregaram ***em o** templo.
   The Apostles preached in the temple.
6. Vamos ***a** casa do irmão Do Vale.
   Let's go to Brother Do Vale's house.
7. Os missionários estão ***em um** apartamento?
   Are the missionaries in an apartment?
8. Deus tem muito amor ***para com nós.**
   God loves us very much.

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Joseph Smith foi o profeta de a restauração.
2. Minha família quer ficar juntos para sempre comigo.
3. Duas vezes por ano recebemos instruções de o profeta.
4. Vamos pelo trêmcomboio para o nosso compromisso.
5. Ele é do Brasil.
6. Sempre teremos dificuldades nesta vida.
7. Adão e Eva escolheram comer do fruto proibido.
8. Todos nós devemos ler nas escrituras todos os dias.
9. O Espírito Santo fala pelos nossos sentimentos.
10. Eu gosto de esta igreja porque me sinto bem aqui.
11. Vai orar conosco para saber a veracidade da nossa mensagem?
12. A reunião sacramental começa às 9h00 da manhã, então vamos sair às 8h45.

Actions

D. Companion Activity

Ask and answer the following questions with your companion using contractions.

1. Qual é o papel do profeta?
2. Como podemos receber ajuda pela expiação?
3. Como o Espírito Santo fala conosco?
4. Por que precisamos o evangelho nas nossas vidas?
5. O que devemos fazer nesta vida?
6. Por que é importante ir à igreja?
7. O que aconteceu no Jardim do Éden?
8. O que Deus espera deste mundo?
9. Que conselhos encontramos nas escrituras?
10. Por que você é grato ao Seu Pai Celestial?

E. Scripture Activities

1. Read Alma 5:45–46. Write down the phrase that uses a contraction. Check your answers. Then use this verse to teach your companion how we receive a testimony. Come up with a plan to share this scripture with one of your investigators.
2. For each of the scriptures below, write the phrase or phrases with contractions. Then divide the contraction into the two different words and check your answers with your companion's answers. Ask your teacher if you are unsure.

Mateus 16:16–17	1 João 3:23
3 Ne. 26: 13	João 17:6
Lucas 9:28–29	João 15:17–18

F. Language Study Plan Activities

1. "Actively listen," bullet 5. Think of some common missionary phrases that you say that include contractions. Write them out and practice with your companion. (e.g., Recebemos direção de Deus ***pelo*** dom do Espírito Santo.)

2. “Learn grammar,” bullet 1. Look for examples of combined object pronouns in your *Pregar Meu Evangelho* and scriptures.

3. “Memorize vocabulary and phrases,” bullet 7. Memorize some of the scriptures from activity F and practice sharing them with your companion according to the principles in Chapter 10.

Progressive and Present Participle

Examples from *Vocabulary and Phrases*

Here the prophet ... **is teaching** the people.	Aqui o profeta ... **está ensinando** à gente.
When we give service to others, **we are serving** God.	Quando dermos serviço aos outros **estamos servindo** Deus.
What **are you studying**?	O que **está estudando**?
What are we **going to be teaching** tomorrow in the district meeting?	O que vamos **estar ensinando** na reunião do distrito amanhã?

Explanation

The progressive communicates that an **action is in motion** or that **something is being done** at a specific moment in time.

Examples:

Estão estudando as escrituras diariamente?
Are you studying your scriptures daily?

Estamos seguindo o exemplo de Cristo.
We are following Christ's example.

Form

28a

Combine a present participle after a conjugated form of *estar.*

Present Participle

To form the present participle:

1. Take the infinitive verb.	2. Drop the infinitive ending.	3. Add the corresponding present participle ending.
or**ar**	or-	or**ando**

-*ar* verbs add -***ando*** to the end
-*er* verbs add -***endo*** to the end
-*ir* verbs add -***indo*** to the end.

Estar + Present Participle

28b

Present

estou	estamos	+	Present Participle
estás	estais		
está	estão		

Example: **Estamos ensinando** a primeira lição.
We are teaching the first lesson.

28c

Past (Imperfect)

estava	estávamos	+	Present Participle
estavas	estáveis		
estava	estavam		

Example: **Estávamos estudando** as escrituras.
We were studying the scriptures.

Actions

28d

Future

estarei	estaremos	+	Present Participle
estarás	estareis		
estará	estarão		

Example: **Estarão andando** muito amanhã.
They will be walking a lot tomorrow.

Note: The progressive can be used to communicate with any verb conjugation or tense but is most common with the present and the imperfect.

Note: Progressive forms are NOT used in the present to refer to the future in Portuguese like they are used in English.

Example: **Saímos** amanhã.
We are leaving tomorrow.

Activities (see answers on p. 209)

A. Create the Present Participle
Write the present participle of each of the verbs given. Check your answers.

1. aprender
2. falar
3. obedecer
4. dizer
5. dormir
6. sentir
7. escutar
8. servir
9. fazer
10. ler
11. receber
12. cair

B. Translation
Translate the following sentences using the progressive. Check your answers.

1. We can feel that what we are learning is true.
2. When we serve others, we are serving God.
3. Many people are searching for truth.
4. We will be teaching someone at that time tomorrow.
5. While I was praying, I could feel the Spirit strongly.
6. You are progressing more each day.
7. You (sing. formal) are keeping your commitments.
8. Lehi called for his family as he was eating the fruit.
9. When we are going through trials, we need to remember God.
10. Are you reading every day?
11. If you (sing. formal) are living righteously, you will feel the Spirit.
12. As I read, I think, "What is the Spirit telling me?"

C. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***Somos** falandocom as pessoas sobre o plano de Deus.
We're talking with people about God's plan.
2. ***Estávamos** lendo por meia hora.
We were reading for a half hour.
3. Na segunda ***estamos falando** da Palavra de Sabedoria.
Monday we're talking about the Word of Wisdom.
4. Você ***é** progredindo muito.
You are making a lot of progress.
5. ***Estamos indo** à casa do nosso investigador.
We're going to our investigator's house.
6. ***Está assistindo** à atividade amanhã?
Are you attending the activity tomorrow?
7. ***Sou** aprendendo mais e mais.
I'm learning more and more.
8. Vocês ***estão batizando-se** no sábado.
You are getting baptized on Saturday.

Actions

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Na semana que vem estamos ensinando sobre a fé.
2. Está melhorando cada vez mais.
3. Enquanto estamos jejuando, também devemos orar.
4. Estou lendo em Néfi mesmo agora.
5. Estaremos ensinando à família Gomes nesta hora.
6. Quando eu oro, sei que Deus é escutando.
7. São orando todos os dias?
8. Meu irmão está servindo em Equador.
9. Devemos perguntar: "O que estou fazendo bem?"
10. Hoje à tarde estão assistindo uma actividade da ala.
11. Sou aprendendo português e preciso da sua ajuda.
12. Neste capítulo Alma é falando da fé.
13. Estamos indo ao seu batismo agora.
14. Estão vindo já à actividade.
15. A gente estava caindo em apostasia.
16. Jesus estava jejuando quando Satanás o tentou.

E. Writing Activity

Using the progressive, write down everything you can think of that the Church is doing to further God's work (e.g., *A igreja está construindo templos em todo o mundo*). Have your companion or a native speaker review your sentences for correctness. Pick out some sentences that you can use in upcoming lessons.

F. Companion Activity

Discuss your investigators as a companionship. Using the progressive, talk about all the things they are doing to progress (e.g., *A família Santos está orando como família todos os dias*) and things they are not doing that would help them progress (e.g., *O senhor Machado não está assistindo todas as reuniões dominicais*). Come up with ways to help your investigators start or continue doing things that will bring them to Christ.

Actions

G. Companion Activity

As a companionship, go over your plans from yesterday. Use the progressive to describe what you were doing at each hour of the day (e.g., *Às seis estávamos pedindo referências da família Marques)*. Then do the same thing to describe what you will be doing at each hour of the day tomorrow (e.g., *Às 11:30 estaremos ensinando a família Mendosa*).

H. Scripture Activities

1. Find five scriptures that you will share in upcoming lessons. With your companion, practice using the progressive to give the background of the scriptures (e.g., *Neste versículo, Alma está falando às pessoas que foram expulsas das sinagogas*). Get feedback on how well you used the progressive.

I. Language Study Plan Activities

1. "Actively listen," bullet 1. Portuguese speakers do not use the progressive as much as English speakers. Listen carefully to how natives use the progressive and imitate them. Make notes of things to study and practice. Also, note and imitate what they use instead of the progressive.
2. "Memorize vocabulary and phrases," bullet 7. Find simple statements containing the progressive in the lessons, brochures, or *Vocabulary and Phrases* book. Memorize the statements and find other ways to express the same ideas.

Reflexives

Examples from *Vocabulary and Phrases*

Why do **you feel** that way?	Por que **se sente** assim?
I **sat** in the chair.	Eu **me sentei** na cadeira.
First, **we address** our Father in Heaven.	Primeiro, **nos dirigimos** ao nosso Pai Celestial.
At the end of the year, **members meet** with the bishop.	Ao final do ano os membros **se reunem** com o bispo.

Explanation

Form

29a

A verb is reflexive when the person doing the action does it to himself. Reflexive verbs are always accompanied by a reflexive pronoun that refers back to the subject of the sentence.

me arrependo	**nos** arrependemos
te arrependes	**vos** arrependis
se arrepende	**se** arrependem

Note: When in the infinitive form, these verbs are accompanied by the pronoun *se*.

Example: arrepender-**se**
to repent

When the pronoun ***nos*** comes after the verb*, the final ***s*** of the verb falls:		
ajoelhamo**s**-nos	→	ajoelhamo-nos
levantamo**s**-nos	→	levantamo-nos

*In Brazil, the pronoun will normally come before the verb, unless it is at the beginning of a sentence.

Actions

Use

29b

Reflexive verbs can be divided into two groups:

Reciprocal reflexives

The subject of the sentence is doing the action to itself.

Examples:

Eu **me vejo** no espelho.
I see myself in the mirror.

Ela **se conhece** muito bem.
She knows herself really well.

The subjects are doing the action to each other.

Examples:

Eles **se conheceram** na missão.
They met one another in the mission.

Nós **nos tratamos** bem.
We treat each other well.

Idiomatic reflexives

29c

Some verbs are always reflexive. Following are some examples.

arrepender-se *(to repent)* **queixar-se** *(to complain)* **vangloriar-se** *(to brag)*

Examples:

Ela **se arrepende** dos seus pecados.
She repents of her sins.

Eles sempre **se queixam**.
They always complain.

29d

In Portuguese, many times reflexive verbs mean *to get*… or *to become*… (e.g., *batizar-se = to get baptized*)
There are verbs that change meaning when they are reflexive. Here is a list of examples:

Nonreflexive	→	Reflexive
lembrar *(to remind)*	→	**lembrar-se de** *(to remember)*
encontrar *(to find)*	→	**encontrar-se** *(to find oneself)*
chamar *(to call)*	→	**chamar-se** *(to be called; named)*
vestir *(to dress)*	→	**vestir-se** *(to get dressed)*
enganar *(to deceive)*	→	**enganar-se** *(to mistaken)*
deitar *(to throw)*	→	**deitar-se** *(to lie down, go to bed)*

Pronoun Placement

You can almost always safely put the reflexive pronoun before the conjugated verb, but never put one at the beginning of a sentence. In those cases, put it at the end of the verb attached with a hyphen.

Activities (see answers on p. 210)

A. Fill in the Blank

On a separate sheet of paper, complete the sentences below by correctly conjugating the reflexive verb. Check your answers.

1. Deus ___ (*preocupar-se* — present) conosco.
2. Para orar, (nós) ___ (*dirigir-se* — present) a Deus.
3. (Eu) ___ (*sentir-me*) bem quando leio as escrituras.
4. (Eu) ___ (*esforçar-se* — present) para seguir o profeta.
5. Quando (nós) ___ (*arrepender-se*), Deus nos perdoa.
6. (Você) ___ (*preparar-se* — future) para ser batizado?
7. Lembro-me do dia quando (eu) ___ (*batizar-se* — preterit).
8. Deus ___ (*alegrar-se*) quando fazemos o bem.
9. (Nós) ___ (*comunicar-se* — present) com Deus por meio da oração.
10. Enquanto estamos aqui (nós) ___ (*encontrar-se*) separados da presença de Deus.
11. Deus e Jesus Cristo ___ (*comunicar-se* — preterit) com José Smith.
12. Os profetas ___ (*comunicar-se* — present) com Deus.
13. Durante a Apostasia a gente ___ (*enganar-se* — preterit) na sua própria sabedoria.
14. (Nós) ___ (*abster-se* — present) de comer por duas refeições.

B. Reflexive or Not?

Fill in the blank in each sentence using either the reflexive or nonreflexive forms of the verbs. Check your answers.

1. Como vão ___ (*preparar*) para o seu batismo?
2. (Eu) ___ (*alegrar*) porque cumpriu com a sua meta.
3. Nós ___ (*preparar* — future) o programa do batismo.
4. Jesus ___ (*levantar* — preterit) da morte no terceiro dia.
5. Ao desobedecer (nós) ___ (*afastar* — present) de Deus.
6. Jesus Cristo ___ (*batizar* — preterit) no rio Jordão.
7. Jesus ___ (*levantar* — preterit) o Lázaro da morte.
8. Ao obedecer (nós) ___ (*manter* — present) perto de Deus.
9. Podemos ___ (*aproximar*) a Deus se obedecemos.
10. João ___ (*batizar* — preterit) Jesus Cristo.
11. Sei que a sua decisão ___ (*alegrar*) o seu Pai Celestial.
12. Ao tomar más decisões (nós) ___ (afastar) de Deus.
13. Ao orar (nós) ___ (*aproximar* — present) a Deus.
14. (Eu) ___ (*sentir*) o Espírito quando oro com fé.
15. (Eu) ___ (*sentir*) feliz quando tomo boas decisões.
16. (Nós) ___ (manter) limpos ao nos arrepender diariamente.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Para jejuar, ***abstemos** de comer por duas refeições.
   To fast, we go without food for two meals.
2. Devemos ***arrepender** dos nossos pecados.
   We must repent of our sins.
3. Tentamos ***melhorar-nos** todos os dias.
   We try to improve each day.
4. Queremos ***aproximar** a Deus.
   We want to get closer to God.

Actions

5. O espírito e o corpo ***separam** quando morremos.
The spirit and the body separate when we die.

6. Temos que ***aproveitar-nos** da Expiação.
We need to take advantage of the Atonement.

7. Vocês ***conhecem** um ao outro?
Do you know each other?

8. Temos que ***preparar** para o julgamento.
We need to prepare for the judgment.

9. Satanás ***opõe** o plano de Deus.
Satan opposes God's plan.

10. Eu ***me** sinto o Espírito agora mesmo.
I feel the Spirit right now.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Como sente quando ora?
2. Devemos nos aproveitar das oportunidades missionarias.
3. Alegro-me do progresso que é mantido.
4. Quando pecamos, afastamos de Deus.
5. Devemos nos manter os nossos pensamentos limpos.
6. Um anjo apareceu a Alma.
7. Sinto alegria ao me arrepender todos os dias.
8. Ao orar comunicamos com Deus.
9. Devemos esforçar todos os dias para melhorar.
10. Você e o seu vizinho conhecem bem um ao outro?
11. José Smith não sabia a qual igreja devia unir.
12. Deus se deleita na castidade.
13. Precisamos aproveitar o tempo que temos.
14. Sinto-me o amor de Deus.
15. Você arrependerá dos seus pecados?
16. Na ressurreição, o nosso corpo e espírito reúnem.

Actions

E. Create Sentences

For each of the verbs listed below, write at least one sentence that uses the reflexive form and one that uses the nonreflexive form. Use your dictionary, your companion, and/or a native speaker to help you write your sentences. Make sure you could use your sentences in a teaching situation and, where possible, in a teaching situation you have today.

Example: *conhecer*
Reflexive: Conhecemo-nos bem. (*We know each other well.)*
Nonreflexive: Deus conhece nossas abilidades. (*God knows our abilities.)*

1. sentir
2. preparar
3. manter
4. acordar
5. batizar
6. afastar
7. levantar
8. alegrar
9. separar

F. *Preach My Gospel* Activity

Read the principle "Batismo, Nosso Primeiro Convênio." Using reflexive verbs, create a lesson plan that you could use to teach this principle to one of your investigators. Practice teaching your lesson plan to your companion as if he or she were that investigator. Get feedback on your use of reflexives.

G. Scripture Activities

1. Read 1 Ne. 8:22–30. Write down all of the reflexive verbs from these verses. Check your answers. Look up and write down the definition of any words you are unfamiliar with. Then use the words you wrote down together with your own words to describe what happens in these verses to your companion or a member as if he or she were an investigator. Get feedback on your use of reflexives.

2. Read JS—H 1:15–17. Write down all the reflexive verbs in these verses. Check your answers. Then change each of the verbs from first person to third person. Use the verbs in the third person to describe Joseph Smith's experience to your companion as if he or she were an investigator.

   Example: Ajoelhar (se) → se ajoelhou → José Smith se ajoelhou para orar a Deus.

H. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 4. Memorize some scriptures you can use in teaching that use reflexive verbs. Practice sharing the scripture as you would with an investigator, focusing on using reflexives correctly and teaching the scripture following the principles for sharing scriptures found in Chapter 10 of *Preach My Gospel*.
2. "Actively listen," bullet 3. Listen to how natives use reflexive verbs. When they use a reflexive when you would not and vice versa, write it down and find out why they did. Make sure that you distinguish between reflexive verbs and the passive voice with *se*. Write down the ones you are unsure of and have your companion help you.
3. "Learn grammar," bullet 2. Think of the activities you have planned for today. Write down sentences using reflexive verbs that you can use in those activities. Set a goal to use the sentences you wrote down today.

Passive Voice

Examples from *Vocabulary and Phrases*

The Book of Mormon **was translated** by Joseph Smith.	O Livro de Mórmon **foi traduzido** por Joseph Smith.
The opening prayer **will be offered** by Brother...	A primeira oração **será oferecida** por Irmão...
Tithes and offerings **are paid** voluntarily and privately.	Os dízimos e ofertas **são pagos** voluntariamente e confidencialmente.
As a result, Adam and Eve **were cast** from the garden.	Como resultado, Adão e Eva **foram expulsos** do jardim.

Explanation

30a

Two sentences can be put together differently, but have the same basic meaning.

	Active		Passive
Example:	God **forgives** our sins.	→	Our sins **are forgiven** by God.

The first sentence above is in **active voice** (the subject performs the action) and the second is in **passive voice** (the subject receives the action). The **passive voice** changes the emphasis of the sentence.

The first sentence would be an appropriate answer to the question "Who forgives our sins?" because it emphasizes God's role.

The second sentence would be an appropriate answer to the question "How are our sins forgiven?" because it emphasizes that sins really can be forgiven.

Note: The direct object of the active sentence becomes the subject of the passive sentence.

Actions

30b

Past participle construction

								Optional Phrase		
Subject		+	ser	+	past participle	+		por	+	agent *(the doer of the action)*
Nossos	pecados		são		perdoados			por		Deus.
Our	*sins*		*are*		*forgiven*			*by*		*God.*

To form the past participle:

1. Take the infinitive form. Drop the ending.

orar

2. Add the corresponding ending.

or**ado**

-ar verbs add *–ado* to the end; *-ir* and *-er* add *–ido* to the end

Note: The past participle must agree in number and gender with the subject.

Example: Nós somos redimid**os** por Cristo.
We are redeemed by Christ.

Uma pesso**a** é batizad**a** por um portador do sacerdócio.
A person is baptized by a priesthood holder.

In the passive voice, *ser* may be used in any tense. Also, the agent may be omitted.

Irregular Past Participles

Here is a list of some common irregular past participles. It's best to memorize these forms.

Inf.	Past P.	Inf.	Past P.
abrir	**aberto**	matar	**morto**
cobrir	**coberto**	morrer	**morto**
dizer	**dito**	pôr	**posto**
escrever	**escrito**	salvar	**salvo**
expulsar	**expulso**	ver	**visto**
fazer	**feito**	vir	**vindo**

Most verbs that consist of a prefix (e.g., *com-*, *contra-*, *de-*, *des-*, *dis-*, *im-*, *o-*, *pre-*, *pro-*, *re-*, *su-*) and a verb with an irregular past participle follow the same pattern as shown above.

Examples: des**cobrir** → des**coberto**
su**pôr** → su**posto**
d**escrever** → des**crito**

Activities (see answers on pp. 210–211)

A. Translation

Translate the following sentences with the *ser* construction. Check your answers.

1. The authority is lost.
2. Ordinances are performed.
3. Blessings are promised.
4. The gospel is taught.
5. Covenants are made.
6. Truth is revealed.
7. Doctrine is maintained.
8. Principles are learned.
9. Miracles are performed.
10. The testimonies are written.
11. Lessons are prepared.
12. Power is given.
13. Sins are forgiven.
14. The Church is established.
15. Inspiration is found.

B. Active to Passive

Each of the sentences below is written in the active voice. Change each sentence to the passive voice using the *ser* construction. Check your answers.

Example: Os profetas escrevem as escrituras. → As escrituras são escritas pelos profetas.

1. Deus restaurou a Igreja.
2. Os profetas escreveram as escrituras.
3. Joseph Smith traduziu o Livro de Mórmon.
4. O Espírito Santo ensina a verdade.
5. Jesus Cristo organizou a Igreja.
6. Jesus Cristo curou os enfermos.
7. Os apóstolos realizaram milagres.
8. Cristo criou a terra.
9. Os profetas ensinaram o evangelho.
10. Jesus Cristo venceu o pecado.
11. As pessoas rejeitaram os profetas.
12. Deus perdoa os nossos pecados.

C. Passive to Active

Each of the sentences below is written in the passive voice. Change each sentence to the active voice. Where necessary, the agent is given in parentheses.

Example: O evangelho é pregado pelos missionários → Os missionários pregam o evangelho.

1. Convênios são feitos pelos membros.
2. Seremos julgados por Deus.
3. Os mandamentos são guardados pelas pessoas.
4. As placas foram enterradas na terra por Morôni.
5. O dízimo é usado para edificar o reino de Deus.
6. Cristo foi enviado à terra por Deus.
7. Nossos pecados são perdoados por Deus.
8. A autoridade foi dada aos apóstolos por Cristo.
9. Nossa fé é fortalecida por Deus.
10. A oração de Joseph Smith foi respondida por Deus.
11. Minha oração foi respondida por Deus.
12. A terra foi criada por Cristo.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. O evangelho é ***pregada** pelos profetas.
   The gospel is preached by the prophets.
2. ***Pode** receber bênçãos por meio da fé.
   Blessings can be received through faith.
3. Estes princípios são ***ensinado** nas escrituras.
   These principles are taught in the scriptures.
4. Os filhos ***são ensinos** a obedecer.
   Children are taught to obey.
5. As bênçãos são ***perdidos** pela desobediência.
   Blessings are lost through disobedience.
6. Os apóstolos foram ***escolhido** por Jesus Cristo.
   The Apostles were chosen by Jesus Christ.
7. ***Fui darado** uma resposta.
   I was given an answer.
8. Somos ***criado** à imagem de Deus.
   We are created in the image of God.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Muitas bênçãos podem ser obtido pela fé.
2. Muitos milagres são realizados por meio do sacerdócio.
3. As pessoas foram curado por Jesus Cristo.
4. A Igreja foi establecido de novo em 1830.
5. Enos foi dado uma resposta à sua oração.
6. Uma resposta pode ser recebida pelo Espírito.
7. Muitas respostas podem ser encontradas nas escrituras.
8. Os convênios são feita por meio das ordenanças.
9. O batismo é realizado por um portador do sacerdócio.
10. Bênçãos são prometidas pela obediência.
11. Como é que a salvação é alcançada?
12. Todos nós somos tentado nesta vida.
13. A revelação é recebida pelos profetas.
14. Cristo foi crucificado pelas pessoas iníquas.
15. A verdade é revelado por Deus.
16. Podemos ser redimido por Jesus Cristo.

F. Companion Activity

Using the passive voice, write down as many sentences as you can describing how tithing is used and what it is used for. Think of an investigator whom you will be teaching tithing to in the near future and have your companion act as that investigator.

G. Scripture Activities

1. Read Mosiah 18:16–17. Write down all the passive voice constructions. Check your answers. Then teach your companion about baptism as if he or she were one of your investigators. Change the tense of the verses to the present to talk about baptism in the modern Church and apply the verses to your investigator.
2. Read Éter 12:6 and write down the two passive constructions. Check your answers. Think of an investigator you will be teaching about faith and have your companion play that role as you teach him or her about faith using the scripture. Change the passive constructions to active to personalize the scripture to your investigator.

Actions

H. Language Study Plan Activities

1. “Learn grammar,” bullet 1. One of the challenges of learning the passive voice with *se* is that it can be difficult to determine when a verb is in the passive voice and when it is reflexive. As you read materials in Portuguese, such as the scriptures and *Pregar Meu Evangelho*, pay close attention and try to differentiate between reflexive verbs and those that are in the passive.
2. “Improve your ability to read and write,” bullet 1. Have your English and Portuguese scriptures side by side. As you read in English, try to predict where the passive voice would be used in Portuguese. Use your Portuguese scriptures to check your answers.
3. “Actively listen,” bullet 3. Listen carefully for the passive voice. You will find that natives use it very frequently, especially the *se* construction. Try to imitate natives’ use of the passive voice to make your own speech more natural. You may want to write down verbs and phrases that are frequently used with the passive voice.

Review: Actions and Events

This review will help you see how well you have learned the material in the previous section(s). It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and describing actions and events

- Present: Regular
- Verb Comparisons
- Adverbs
- Future
- Direct Object Pronouns
- Indirect Object Pronouns
- Prepositional Contractions
- Progressive and Present Participle
- Reflexives
- Passive Voice

Activities (see answers on p. 211)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the eight errors in it. Check your answers.

O evangelho abençoa as nossas famílias. Minha família tem recebido muitas bênçãos a causa do evangelho. Pode ter estas bênçãos agora e na eternidade. Deus estableceu as famílias para dar felicidade a nós, para nos ajudar aprender princípios corretos e para preparar a nós para a vida eterna. O lar é o melhor lugar para aprender estas coisas. No meu lar, meus pais ensinaram a mim a orar e ler durante toda a minha vida. Também me ensinaram ter fé e arrepender dos meus pecados. Sou grato por estes ensinamentos porque ajudaram me a chegar a ser melhor e ter uma melhor relação com o meu Pai Celestial.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

A fé e o arrependimento levam a nós ao batismo. Quando somos batizado, fazemos um convênio com Deus. Um convênio é um acordo entre nós e Deus. Deus decide as condições do convênio, e nós decidimos aceitar elas ou rejeitar elas. Prometemos a Ele que obedeceremos os Seus mandamentos, e Ele nos promete o perdão dos nossos pecados. Na Igreja, nos batizamos por imersão, que é um símbolo da morte e a ressurreição de Jesus Cristo. Depois de nos batizar, temos que seguir Deus arrependendo dos nossos pecados. Renovamos os nossos convênios ao participar no sacramento. E sei que o batismo é parte do plano de Deus e que Deus perdoarei os nossos pecados se nos arrependemos e nos batizamos.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

1. Deus nos abençoa espiritualmente e temporalmente.
2. As escrituras prometem a nós muitas bênçãos.
3. Quando arrependemos, reconhecemos que pecamos.
4. Quando pecamos, afastamos do evangelho.
5. Estamos falando disso amanhã.
6. Atualmente, podemos passar às dois?
7. Meu companheiro compartilharei a sua experiência.
8. Cristo os deu autoridade para agir no Seu nome.
9. Deus sabe os Seus filhos.
10. Se vocês orarão, receberão uma resposta.
11. Estamos visitando o seu amigo a quarta-feira.
12. Entendem isto princípio?
13. Deus nos dá mandamentos e devemos obedecer eles.
14. Às vezes temos que esperar pela resposta.
15. Tenho recebido uma resposta.
16. Este capítulo ensina nós muitas coisas.
17. O evangelho ajuda a nós a ser melhores.
18. Creio firmamente no Expiação.
19. O evangelho abençoa às famílias e fortalece elas.
20. Temos ser obedientes ao evangelho.
21. Deus deu nos muitas bênçãos.
22. Deus conhece a você.

D. Translation

On a separate sheet of paper, translate the following sentences into Portuguese. Check your answers.

1. God loves us.
2. We try to be like Jesus.
3. I have received a testimony.
4. God had commanded Adam and Eve not to eat the fruit.
5. When we sincerely repent, God forgives us.
6. We are talking to people about prophets.
7. Will you (sing. formal) repent of your sins?
8. This scripture talks about tithing.
9. You (pl. formal) can ask God if this book is true.
10. We left the activity at 8:00.
11. Are you (sing. formal) familiar with our church?
12. Have you (sing. formal) finished reading the chapter?
13. God knows His children.
14. The Church was organized in 1830.
15. Parents should teach their children the gospel.
16. Are you (sing. formal) in a hurry?
17. Will you (pl. formal) attend church with us?
18. God will give you (pl. formal) an answer.
19. The Lord will bless you (pl. formal) temporally and spiritually.
20. Will you (pl. formal) invite your friend to the activity on Friday?

E. Companion Activities

1. Pick a tense from this review that you are struggling with and then choose a principle or lesson that you will be teaching soon. Think of situations where you could use the tense you've chosen when teaching that principle or lesson. For example, you would use the future tense to extend commitments and promise blessings, etc. Practice your sentences with your companion and set goals to share them with your investigator(s).

2. Have your companion play the role of a new investigator. Then promise him or her blessings using the present and future tense. Get feedback on your use of tenses.

F. *Missionary Vocabulary and Phrases* Activity

Find sentences in the *Missionary Vocabulary and Phrases* book that can logically be used in any tense (e.g., *Deus nos abençoa por nossa obediência*) and that you can use in an upcoming lesson. Practice changing the tense of the sentence and switching it from active to passive voice (*Deus nos abençoará*..., *Somos abençoados por Deus*..., etc.). Have your companion or a native speaker check your sentences for correctness.

G. Scripture Activities

1. Read Alma 11:42–45. These verses contain many examples of both the passive voice with *se* and reflexive verbs. Write down the verbs that are in the passive voice and then the verbs that are reflexive. Check your answers. Then use this verse to practice teaching a native speaker or your companion about what happens during the resurrection. Have them stop and correct you when you make a mistake with the passive voice or reflexives.

2. Read Enos 1:1–8 and as you read, write down a list of both the direct and indirect object pronouns as well as the verb that goes with each pronoun. Check your answers. Then write sentences that you could use to tell this story to an investigator from a third-person point of view, changing the pronouns as necessary. Practice teaching the story to your companion or a native speaker and get feedback on how you used direct and indirect objects.

H. Writing Activity

Create a lesson plan about obedience. Write several paragraphs that use the following: the present tense to teach the general principles of obedience, the progressive to tell about how you feel when you are obeying, and the future tense to promise an investigator blessings for obeying. Throughout your paragraphs, use direct and indirect object pronouns, reflexive verbs, adverbs, and the passive voice. Have your companion or a native speaker check what you wrote. See the *Answers* section for an example outline that could help you write your paragraphs.

Narrating Experiences and Telling Stories

Purpose

This function will help you talk about what happened in the past; for example, what happened to Joseph Smith when he prayed, or what you did to find out that the Book of Mormon was true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **called** Joseph Smith to be a prophet. (Preterit: Regular)
- Christ **came** to the Americas after His resurrection. (Preterit: Irregular)
- Joseph Smith **was looking** for the truth. (Imperfect)
- While Adam and Eve **were** (imp.) in the garden, God **gave** (pret.) them commandments. (Preterit vs. Imperfect)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

<u>Doctrine from the Lessons</u>

- The Savior's Earthly Ministry (What did Christ do while on the earth?)
- The Great Apostasy (What happened during the Apostasy? What caused it to happen?)
- The Resoration of the Gospel of Jesus Christ (How was Joseph Smith called as a prophet? What did God ask him to do?)
- The Book of Mormon (How did we come to have the Book of Mormon?)
- The Pre-Earth Life (What happened before we came to earth?)
- Creation (How was the world created? How were we created?)
- Agency and the Fall (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

<u>Tasks from the *Missionary Vocabulary and Phrases* Book</u>

- Follow Up on Commitments (Did they keep the commitment? Why or why not?)
- Share an Experience (What has happened in your life to help you know the truth?)

Preterit: Regular

Examples from *Vocabulary and Phrases*

Through Joseph Smith, God **restored** His gospel.	Através de José Smith, Deus **restaurou** o Seu evangelho.
I prayed, and God **answered** my prayer.	**Orei** e Deus **respondeu** à minha oração.
Did I understand you correctly?	**Entendi-o** bem?
The reformers **opened** the way for the final Restoration.	Os reformadores **abriram** o caminho para a Restauração final.

31a

Explanation

Portuguese uses two verb forms for the past tense: **preterit** and **imperfect**. The **preterit** is used when speaking about an action that happened and is complete. That is, it is used to describe an action, event, or condition seen as completed in the past. It may indicate the beginning or the end of an action in the past.

Examples:

Christ **died** for our sins.
Jesus **healed** many people.
Christ **established** His church.

31b

Form

Conjugating *-ar* verbs in preterit:

1. Take the infinitive verb.

falar

2. Drop the *–ar* ending.

fal-

3. Add the preterit ending that agrees with the subject.

falei	falamos
falaste	falastes
falou	falaram

Use the following endings to conjugate *-ar*, *-er*, and *-ir* verbs:

-ar	
-ei	-amos
-aste	-astes
-ou	-aram

-er	
-i	-emos
-este	-estes
-eu	-eram

-ir	
-i	-imos
-iste	-istes
-iu	-iram

Examples:

Decid**i** seguir a Cristo. *I decided to follow Christ.*	Aceit**amos** o plano antes de vir à terra. *We accepted the plan before coming to earth.*
Entend**este** a lição? *Did you understand the lesson?*	Receb**estes** o evangelho. *You received the gospel.*
O Salvador ensin**ou** o Seu evangelho. *The Savior taught His gospel.*	Os apóstolos preg**aram** o evangelho. *The Apostles preached the gospel.*

Narrating

Activities (see answers on pp. 211–212)

A. Conjugation

Conjugate the following verbs in the preterit in a verb tree on a separate sheet of paper. Check your answers.

ensinar (to teach)	entrar (to enter)	realizar (to perform)	restaurar (to restore)
falar (to talk, speak)	chamar (to call)	estudar (to study)	orar (to pray)
ajudar (to help)	expiar (to atone for)	aprender (to learn)	escolher (to choose)
cumprir (to fulfill)	dirigir (to direct, conduct)	agradecer (to thank)	responder (to respond, answer)
decidir (to decide)	escrever (to write)	entender (to understand)	assistir (to attend)

B. Translation

Translate the following sentences on a separate sheet of paper. Check your answers.

1. We taught a lesson.
2. They (fem.) called their investigator.
3. You (sing. formal) helped the bishop.
4. God restored the Church.
5. Christ fulfilled His mission.
6. You (pl. informal) thanked God.
7. I helped my companion.
8. I understood the principle.
9. We answered the question.
10. The Apostles performed miracles.
11. They (fem.) wrote letters.
12. The bishop conducted the meeting.
13. You (sing. informal) prayed.
14. He attended church.
15. I chose the verse.
16. You (sing. formal) entered.
17. God answered.
18. You (sing. form.) wrote your testimony.
19. You (pl. formal) spoke.
20. We decided.
21. You (pl. formal) understood the lesson.
22. She studied.
23. I entered.
24. They (masc.) learned about faith.
25. You (pl. informal) prayed.
26. They (masc.) taught a principle.
27. You (sing. form.) learned about God.
28. I performed an ordinance.
29. Christ atoned for our sins.
30. You (sing. informal) learned about Jesus.
31. We spoke.
32. She thanked the bishop.

C. Conjugating in Sentences

Say each of the following sentences aloud with the correct preterit conjugation of the verb in parentheses. Check your answers.

1. [Nós] (ligar) ao líder da missão.
2. [Ela] (entrar) num convênio.
3. [Vós] (cumprir) vosso dever.
4. [Vocês] (orar) como família.
5. [Vós] (ensinar) à gente.
6. [Vocês] (escolher) orar.
7. [Vocês] (ensinar) bem esse princípio.
8. Deus (restaurar) o Seu evangelho.
9. [Ela] (escrever) as suas perguntas.
10. [Eu] (estudar) Alma 32.
11. [Ele] (estudar) a Bíblia.
12. [Eles] (agradecer) a Pai Celestial.
13. [Tu] (entrar) na capela.
14. [Você] (decidir) obedecer.
15. [Ele] (aprender) a ter fé.
16. [Elas] (ajudar) a mulher.
17. [Eu] (responder) ao investigador.
18. [Elas] (entender) o conceito.
19. Cristo (expiar) os pecados de todos.
20. [Tu] (assistir) à Primária.
21. Cristo (entender) a Sua missão.
22. [Eles] (falar) de Jesus Cristo.
23. [Nós] (entender) a pergunta.
24. [Eu] (assistir) à reunião.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Na segunda-feira eu ***falou** com o irmão Pereira.
   On Monday I spoke with Brother Pereira.
2. Ontem ***aprendamos** sobre Néfi.
   Yesterday we learned about Nephi.
3. Os apóstolos *preg**eram**.
   The Apostles preached.
4. Ontem ***cheguemos** a esta área.
   Yesterday we arrived in this area.
5. ***Recebei** uma resposta.
   I received an answer.
6. Minha família ***vivou** em Califórnia.
   My family lived in California.

Narrating

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Meu companheiro e eu falaram com ele.
2. Orou com todo o meu coração.
3. Ontem ouvemos um discurso.
4. Ajudaste os teus pais?
5. Não assistou à igreja no domingo.
6. Com esta experiência aprendei muito.
7. O presidente dirigi a reunião.
8. Não entendo isso antes da missão.
9. Você aprendou a orar.
10. Os profetas escrevem o Livro de Mórmon.
11. Ontem você fala da fé.
12. Néfi obedeceu os mandamentos.
13. Você entenderam a lição?
14. Os profetas testificaram de Jesus Cristo.
15. Os investigadores recebeu um testemunho.
16. A gente rejeitaram os profetas.

F. Companion Activity

Ask and answer the following questions with your companion. Answer with complete sentences.

Example:

Companion 1: Você estudou o idioma hoje?
Companion 2: Sim, estudei o idioma hoje.

1. Que estudou no seu estudo pessoal?
2. Ensinamos uma lição ontem?
3. Ajudou a alguém ontem?
4. Quando recebeu o seu chamado missionário?
5. Assistiu à igreja no domingo?
6. Os apóstolos receberam o sacerdócio?
7. Saí a missão?
8. O qué aprendeu nos seus estudos esta manhã?

Do Something More

After you ask and answer these questions, think of your own questions to ask and answer with your companion.

G. *Preach My Gospel* Activities

1. Read through the principle "A Restauração do Evangelho de Jesus Cristo por intermédio de Joseph Smith" in *Pregar Meu Evangelho*. Create a timeline and, using the preterit, write all the events that occurred in the story of Joseph Smith in chronological order. You do not have to use exactly the same words as *Pregar Meu Evangelho*. Check your answers after you finish. Then tell Joseph Smith's story to your companion using your timeline. Have your companion play the part of a new investigator hearing the Joseph Smith story for the first time. An example timeline can be found in the *Answers* section.
2. Read through the principle "O Arbítrio e a Queda de Adão e Eva" in *Pregar Meu Evangelho*. After you read, formulate a list of the major events of the Fall. Think of an investigator who you will soon teach about the Fall. Have you companion play the part of that investigator and teach him or her about the Fall. Get feedback on what you taught.

   Example: Adão comeu do fruto.

H. Scripture Activities

1. Using the preterit, tell your companion 10 things Jesus did while He was on the earth. Use scriptures to support five of the things you list. Use your list of things Christ did and your scriptures to teach one of your investigators or a member what Christ did for him or her.
2. Read through 3 Ne. 11 and write down all the regular preterit verbs describing Christ's actions. Use these verbs to tell your companion what Christ did in His visit to the Americas.
3. Read Joseph Smith's account of when he first saw the gold plates in JS—H 1:51–52. Retell the story in detail to your companion as if he or she were an investigator, but from a third-person point of view, not the first-person view that Joseph uses. Get feedback from your companion about how clear the story would have been to an investigator.

I. Language Study Plan Activities

1. "Learn grammar," bullet 2. Write sentences using the preterit that you can use in your activities today. Have your companion or a native speaker check them for correctness and role play the situations you will use them in.
2. "Actively listen," bullet 3. Listen for how people use the preterit and write down the phrases you hear that you could use. Ask your companion to explain phrases that you do not understand.

Preterit: Irregular

Examples from *Vocabulary and Phrases*

I had to make a choice to find out for myself.	**Tive** que decidir para aprender por mim mesmo.
This scripture explains where **we were** before this life.	Esta escritura explica onde **estivemos** antes desta vida.
They told Joseph that none of the churches was true.	**Disseram** a Joseph que nenhuma das iglesias era verdadera.
God **placed** Adam and Eve in the Garden of Eden.	Deus **pôs** Adão e Eva no Jardim de Eden.

Explanation

Some irregular verbs in the preterit have similar patterns in the stem and a specific set of endings, but others do not.

Conjugating irregular verbs in the preterit

32a The following are lists of the most common irregular verbs in the preterit.

***ser** *(to be)*
**same preterit conjugation as* ir

fui	**fomos**
foste	**fostes**
foi	**foram**

ter *(to have)*

t**ive**	t**ivemos**
t**iveste**	t**ivestes**
t**eve**	t**iveram**

sair *(to leave)*

saí	saímos
saíste	saístes
saiu	sairam

vir *(to come)*

vi**m**	vi**emos**
vi**este**	vi**estes**
ve**io**	vi**eram**

pôr *(to put)*

p**us**	p**usemos**
p**useste**	p**usestes**
p**ôs**	p**useram**

estar *(to be)*

est**ive**	est**ivemos**
est**iveste**	est**ivestes**
est**eve**	est**iveram**

haver *(to exist)*

h**ouve**	h**ouvemos**
h**ouveste**	h**ouvestes**
hou**ve**	h**ouveram**

***ir** *(to go)*
**same preterit conjugation as* ser

fui	**fomos**
foste	**fostes**
foi	**foram**

dar *(to give)*

dei	d**emos**
d**este**	d**estes**
d**eu**	d**eram**

ver *(to see)*

vi	v**imos**
v**iste**	v**istes**
v**iu**	v**iram**

querer *(to want)*

qui**s**	qui**semos**
qui**seste**	qui**sestes**
qui**s**	qui**seram**

saber *(to know)*

s**oube**	s**oubemos**
s**oubeste**	s**oubestes**
sou**be**	s**ouberam**

poder *(can, to be able to)*

p**ude**	p**udemos**
p**udeste**	p**udestes**
p**ôde**	p**uderam**

fazer *(to make, to do)*

f**iz**	f**izemos**
f**izeste**	f**izestes**
f**ez**	f**izeram**

dizer *(to say)*

di**sse**	di**ssemos**
di**sseste**	di**ssestes**
di**sse**	di**sseram**

trazer *(to bring)*

tr**ouxe**	tr**ouxemos**
tr**ouxeste**	tr**ouxestes**
tr**ouxe**	tr**ouxeram**

32b **Note:** Verbs that consist of a prefix (e.g., *a-*, *ben-*, *com-*, *con-*, *contra-*, *de-*, *des-*, *dis-*, *im-*, *inter-*, *mal-*, *man-*, *o-*, *ob-*, *pre-*, *pro-*, *re-*, *sos-*, *su-*, etc.) and an irregular verb (e.g., *dizer*, *fazer*, *pôr*, *ter*, *vir*, etc.) in the preterit have the same conjugations as the irregular verb.

supôr *(to suppose)*

su**pus**	su**pusemos**
su**puseste**	su**pusestes**
su**pôs**	su**puseram**

intervir *(to intervene)*

inter**vim**	inter**viemos**
inter**vieste**	inter**viestes**
inter**veio**	inter**vieram**

rever *(to review)*

re**vi**	re**vimos**
re**viste**	re**vistes**
re**viu**	re**viram**

Narrating

Activities (see answers on pp. 212–213)

A. Conjugation

Conjugate, in a verb tree, each of the verbs below in the preterit on a separate sheet of paper. Check your answers.

poder	saber	estar	ter
fazer	querer	vir	compôr
dizer	trazer	pôr	haver
dar	ver	ser	ir

B. Fill in the Blank

On a separate sheet of paper, write the conjugation that completes each sentence. Check your answers.

1. Jesus ___ (poder) fazer a Expiação.
2. Os apóstolos ___ (fazer) milagres em nome de Jesus.
3. Joseph Smith ___ (ter) uma visão.
4. Depois da morte de Cristo, ___ (haver) uma apostasia.
5. Joseph Smith ___ (saber) qual igreja era verdedeira?
6. Como (nós) ___ (dizer) antes, Deus é o nosso Pai.
7. Môroni ___ (dar) instruções ao profeta Joseph Smith.
8. Jesus "___ (andar) fazendo o bem".
9. Sei que Joseph Smith ___ (ser) um profeta.
10. Joseph ___ (ir) a um bosque.
11. Cristo ___ (pôr) as suas mãos sobre a cabeça dos apóstolos e lhes deu autoridade.
12. Neste momento (eu) ___ (saber) que a igreja era verdadera.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Quando ***sabeu** que a Igreja é verdadeira?
   When did you know the Church is true?
2. ***Fazei** uma oração e pedi conselho.
   I said a prayer and asked for comfort.
3. José Smith ***teu** o Livro de Mórmon.
   Joseph Smith had the Book of Mormón.
4. A Expiação ***trazeu** muitas bênçãos.
   The Atonement brought many blessings.
5. O que os seus vizinhos ***dizeram** quando os convidaram?
   What did your neighbors say when you invited them?
6. Os apóstolos ***sairam** com Jesus Cristo.
   The Apostles left with Jesus Christ.
7. Deus ***poste** a Adão e Eva no jardim.
   God put Adam and Eve in the garden.
8. Você e eu ***vimos** à terra para aprender.
   You and I came to earth to learn.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. (Você) Pude receber uma resposta.
2. Depois de aceitar o plano, vimos à terra.
3. Houve muitas igrejas diferentes durante a apostasia.
4. Os apóstolos fazeram o bem.
5. Cristo deu a sua vida por nós.
6. Enos disse que a sua alma tive fome.
7. Seus amigos dizeram que podíamos passar amanhã.
8. Jesus andou no mar.
9. José e Maria foram a Belém.
10. Cristo fazeu tudo o que o Seu Pai lhe enviou fazer.
11. Pedro, Tiago e João poneram suas mãos sobre a cabeça de Joseph Smith.
12. Houve muita destruição antes da vinda de Cristo às Américas.

E. Companion Activity

Ask and answer the following questions with your companion using complete sentences. Focus on using preterit irregulars correctly.

Example: O que Joseph Smith fez depois de traduzir o Livro de Mórmon? Ele o publicou.

1. O que Jesus Cristo disse a Joseph Smith?
2. Onde Jesus foi para fazer a Expiação?

Narrating

3. O que aconteceu a Joseph Smith depois da oração?
4. O que Joseph Smith viu na sua visão?
5. Quem traduziu o Livro de Mórmon?
6. Néfi foi que tipo de homem?
7. Quem foi Noé?
8. O que o irmão de Jarede viu?
9. Como é que Cristo deu a autoridade do sacerdócio?
10. O que Cristo disse aos apóstolos?

F. Scripture Activity

1. Read Hel. 8:18 and write all the irregular preterit verbs. Check your answers. Then use this verse to teach your companion about the importance of prophets as if you were teaching the first lesson. Get feedback on your use of irregular preterit verbs.

G. Language Study Plan Activities

1. "Learn grammar," bullet 2. Write sentences with preterit irregulars that you can use in your scheduled activities. Practice your sentences throughout the day.
2. "Memorize vocabulary and phrases," bullet 3. Using flash cards, write down any preterit irregulars that you don't know well. As you practice them throughout the day, use them in sentences that you could use when teaching.

Imperfect

Examples from *Vocabulary and Phrases*

Joseph Smith **desired** to know which church **was** right.	José Smith **queria** saber qual igreja **era** verdadeira.
Before coming on my mission, **I lived** with my parents.	Antes de vir à missão eu **vivia** com os meus pais.
How did you feel as **you prayed**?	Como se sentiu enquanto **orava**?
While **in** the Garden of Eden, they **were** innocent.	Enquanto **estavam** no Jardim do Éden **eram** inocentes.

Explanation

33a

The imperfect is used to talk about the way that things used to be. Specifically, the imperfect is used to:

- Express actions that were in progress in the past
- Describe the background or setting of actions as well as mental, emotional, and physical conditions in the past
- Relate habitual or customary actions in the past
- Tell the time of day in the past

Examples

Não **havia** profetas nem apóstolos.
There weren't any prophets or apostles.

A verdade não **estava** na terra.
The truth was not on the earth (at that moment in time).

A gente **queria** seguir a Deus.
The people wanted to follow God.

José Smith **lia** a Bíblia.
Joseph Smith read the Bible (habitually).

As pessoas **procuravam** a verdade.
The people were looking for the truth.

As pessoas **mudavam** a doutrina.
The people changed the doctrine (habitually).

Forms of the Imperfect

33b

Conjugating *-ar* verbs in the imperfect:

1. Take the infinitive verb.

fal**ar**

2. Drop the –*ar* ending.

fal-

3. Add the imperfect ending that agrees with the subject.

fal**ava**	fal**ávamos**
fal**avas**	fal**áveis**
fal**ava**	fal**avam**

Use the following endings to conjugate *-ar*, *-er*, and *-ir* verbs:

-ar	
-ava	-ávamos
-avas	-áveis
-ava	-avam

-er	
-ia	-íamos
-ias	-íeis
-ia	-iam

-ir	
-ia	-íamos
-ias	-íeis
-ia	-iam

Note that the endings for *-er* and *-ir* verbs are the same in the preterit.

Irregular Verbs

33c

There are five irregular verbs in the imperfect: *ser, ter, sair, pôr*, and *vir*.

ter *(to have)*		**ser** *(to be)*		**vir** *(to come)*		**sair** *(to leave)*		**pôr** *(to put)*	
tinha	tínhamos	era	éramos	vinha	vínhamos	saía	saíamos	punha	púnhamos
tinhas	tínheis	eras	éreis	vinhas	vínheis	saías	saíeis	punhas	púnheis
tinha	tinham	era	eram	vinha	vinham	saía	saíam	punha	punham

Narrating

Activities (see answers on p. 213–214)

A. Conjugate

On a separate sheet of paper, conjugate each of the verbs below in the imperfect. Check your answers.

passar	começar	fazer	precisar
sentir	perguntar	olhar	dar
querer	mudar	ir	pôr
desejar	aceitar	ser	estudar
assistir	escrever	aprender	ver

B. Fill in the blank

On a separate sheet of paper, choose the correct verb from the pair given in parentheses and write down the correct imperfect conjugation to complete the sentence. Check your answers.

1. Todas as manhãs (eu) ____ (estudar/cantar) o Livro de Mórmon.
2. Geralmente eu ____ (ler/andar) ao templo da tarde.
3. Cristo curou as pessoas que ____ (querer/ter) doenças.
4. Deus me deu a resposta que (eu) ____ (buscar/ver)
5. José Smith ____ (assistir/receber) igrejas diferentes.
6. Quando (nós) ____ (ter/viver) com Deus, (nós) não ____ (viver/ter) corpos.
7. Jesus foi a João Batista porque ele ____ (ser/ter) autoridade.
8. Deus ____ (chorar/saber) que teríamos provas nesta vida.
9. Morôni dirigiu José Smith ao lugar onde ____ (ser/estar) as placas.
10. Enquanto Adão e Eva ____ (estar/ser) no jardim, não ____ (ser/poder) progredir.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ontem o irmão Rodrigues nos ***acompanhava** durante duas horas.
   Yesterday Brother Rodrigues was with us for two hours.
2. Deus me deu a força que ***precisei**.
   God gave me the strength I needed.
3. Ontem ***havia** dois bonitos batismos.
   Yesterday there were two beautiful baptisms.
4. A Apostasia ***durava** mais de mil anos.
   The Apostasy lasted more than a thousand years.
5. Neste capítulo, Leí descreve o sonho que ***tinha**.
   In this chapter, Lehi describes the dream he had.
6. Quando ***sabia** que a Igreja era verdadeira?
   When did you know the Church was true?
7. ***Podia** ler os capítulos que lhe demos?
   Were you able to read the chapters we gave you?
8. Nas suas próprias palavras, José Smith descreveu a visão que ***tinha**.
   In his own words, Joseph Smith described the vision he had.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Enquanto José Smith estudou a Bíblia, leu Tiago 1:5.
2. Enquanto Jesus viveu na terra, ensinou a gente.
3. Não pudemos chegar a ser como Deus sem ter esta experiência na terra.
4. Falávamos com os seus vizinhos durante 15 minutos.
5. A gente rejeitou as coisas que os apóstolos ensinavam.
6. Ontem enquanto oramos sentimos o Espírito.
7. Escreveu as perguntas que tinha?
8. Como se sentia enquanto lia?

9. Quando a família Dias viveu aqui nós os visitávamos.
10. Seu vizinho disse que você estava interessado na nossa Igreja.
11. José Smith não sabia a qual igreja deveu se unir.
12. Depois de orar, José Smith tinha uma visão.
13. Quando tive 16 anos a minha família se batizou.
14. Deus me deu a resposta que precisei.
15. Cristo disse que nenhuma das igrejas tinha toda a verdade.
16. Leí disse a Néfi que ele e os seus irmãos tiveram que voltar pelas placas.

E. Companion Activities
Together with your companion, discuss some activities you used to do in other companionships that were helpful in the work, with your studies, etc. (e.g., *Escrevíamos orações para usar nas nossas lições.*). Why were they helpful?

F. Teach Your District
Prepare a grammar lesson on the imperfect tense to teach in district meeting. Teach a lesson on the imperfect and then divide the district into senior companions and junior companions. Use the imperfect to teach a principle from the lessons (such as the Restoration, the Great Apostasy, or Pre-Earth Life). As you teach, have the senior companions listen for the content of the principle and have the junior companions listen for how you use the imperfect. Afterward, get feedback from each member of the district.

G. Talk to Investigators
In an upcoming appointment, talk to your investigators about things you used to do before your mission to get closer to God. Discuss the blessings you received by doing these things. If appropriate, extend a commitment to your investigators regarding one or more of these things.

H. Scripture Activity
In 1 Ne. 8, Lehi describes his dream of the tree of life using many verbs in the imperfect. Write down each of the imperfect verbs from verses 4–35. Think of an investigator who could benefit from a lesson on the tree of life. Have your companion play the role of that investigator and use the verbs you wrote down to describe Lehi's dream to him or her, tying the dream to a principle of the gospel. Get feedback on your use of imperfect.

I. *Preach My Gospel* Activity
Go to the principle "A Restauração do Evangelho de Jesus Cristo por intermédio de Joseph Smith." Read the second paragraph, writing down each imperfect verb. Check your answers. Then use the verbs you wrote down to describe the background of the Restoration to your companion as if he or she were a new investigator. Get feedback on how you used imperfect.

J. Language Study Plan Activities
1. "Actively listen," bullet 4. Listen carefully to how native speakers use the imperfect. When they use it differently than you would have, write down how they used it and find out why.
2. "Learn grammar," bullet 4. Think of some experiences you commonly share with investigators. Are you using the imperfect correctly when you tell them? Practice sharing your experiences with your companion and get feedback to help you share experiences more effectively using the imperfect.
3. "Memorize vocabulary and phrases," bullet 7. Memorize statements using the imperfect from some of the principles that use that tense a lot (such as *The Restoration, The Great Apostasy,* and *Agency and the Fall of Adam and Eve*). Incorporate the phrases into your teaching.

Preterit vs. Imperfect

Examples from *Vocabulary and Phrases*

When **I lived** with my parents,...	Quando **vivia** com os meus pais...
When **I was** twelve years old,...	Quando **tinha** doze anos...
I wanted to find out if God **was** really there.	**Queria** saber se Deus **estava** lá na verdade.
They told Joseph that none of the churches **was** true.	Eles **disseram** a José que nenhuma das igrejas **era** verdadeira.

Explanation

Use the Imperfect to Describe:

34a

Habitual or repeated actions.	**Orávamos** como família todos os dias. *We prayed as a family every day.*

Use the Preterit to Describe:

34b

Completion of a single action.	Joseph Smith **viu** dois personagens acima dele. *Joseph Smith saw two personages above him.*

Story	Circumstances	Event
José Smith **tinha** catorze anos.	X	
Estava confundido à respeito das muitas religiões	X	
Um dia **leu** uma escritura em Tiago sobre a oração.		X
Foi a um bosque e **orou**.		X
Queria uma resposta de Deus.	X	
Deus e Jesus Cristo **apareceram** diante ele.		X

Narrating

Activities (see answers on p. 214)

A. Fill in the Blank

On a separate sheet of paper, write down the verb in its correct form (preterit or imperfect) for each blank. Check your answers.

Quando Néfi e a sua família 1._____ (estar) no deserto, o seu pai Leí 2._____ (ter) um sonho. No sonho, o Senhor lhe 3._____ (dizer) que Néfi e os seus irmãos 4._____ (ter) que voltar a Jerusalém para obter as placas de latão. Néfi e os seus irmãos 5._____ (regressar) a Jerusalém e 6._____ (visitar) a Labão, quem 7._____ (ter) as placas. Porém, Labão não lhes 8._____ (dar) as placas e 9._____ (tentar) os matar. Os irmãos de Néfi 10._____ (zangar-se) muito com ele e 11._____ (começar) a o ferir com uma vara. Enquanto o 12._____ (ferir), um anjo 13._____ (aparecer-se) e lhes 14._____ (mandar) a não ferir o seu irmão. O anjo lhes 15._____ (prometer) que o Senhor os ajudaria a obter as placas. Néfi 16._____ (entrar) sozinho na cidade para encontrar Labão. Ele o 17._____ (encontrar) bêbado e adormecido. O Espírito 18._____ (dizer) a Néfi que 19._____ (precisar) matar Labão para obter as placas. Néfi 20._____ (obedecer) o Espírito. Finalmente, Néfi 21._____ (poder) obter as placas. Nessa experiência, Néfi 22._____ (receber) muitas bênçãos pela sua fé e obediência.

B. Fill in the Blank

On a separate sheet of paper, write down the verb in its correct form (preterit or imperfect) for each blank. Check your answers.

Jesus Cristo 1._____ (contar) a parábola de um homem judeu que 2._____ (ir) a caminho a Jericó desde Jerusalém. Enquanto 3._____ (andar), alguns ladrões 4._____ (vir). Os ladrões lhe 5._____ (robar) e o 6._____ (ferir). Depois, os ladrões 7._____ (sair), deixando o homem meio morto. Então dois judeus 8._____ (passar) e 9._____ (ver) o homem, mas 10._____ (decidir) não o ajudar. Então 11._____ (passar) um samaritano. Os judeus e os samaritanos 12._____ (odiar-se). Mas o samaritano 13._____ (ajudar) o judeu. 14._____ (curar) as suas feridas e o 15._____ (levar) a uma pousada para que se recupere. Jesus 16._____ (usar) esta parábola para ensinar à gente que todo o mundo 17._____ (ser) o seu próximo. Jesus também 18._____ (ensinar) com esta parábola que devemos servir os outros.

Do Something More

Learning to use preterit and imperfect correctly requires a lot of practice. Think of some stories like these that can help your investigators and write them down. Have your companion or a native check your story and discuss with them each verb that is in the wrong tense. Use your story to teach an investigator.

C. Fill in the Blank

On a separate sheet of paper, write down the verb in its correct form (preterit or imperfect) for each blank. Check your answers.

Quando Jesus Cristo 1. _____ (vir) à terra, o mundo 2._____ (estar) num estado de apostasia. Jesus Cristo 3. _____ (estabelecer) a Sua Igreja na terra. (Ele) 4. _____ (chamar) doze apóstolos e lhes 5. _____ (dar) a autoridade do sacerdócio, com qual os apóstolos 6. _____ (poder) realizar milagres e agir em nome de Jesus. Porém, a gente 7._____ (rejeitar) Jesus Cristo e o 8. _____ (crucificar). Os apóstolos ainda 9. _____ (ter) a autoridade do sacerdócio para dirigir a Igreja. Com tempo, porém, a gente 10. _____ (rejeitar) as coisas que os apóstolos 11. _____ (ensinar). A gente outra vez 12. _____ (estar) na apostasia.

D. Fill in the Blank

On a separate sheet of paper, write down the verb in its correct form (preterit or imperfect) for each blank. Check your answers.

Enos 1. _____ (ser) o filho de Jacó. Um dia ele 2. _____ (sair) para caçar na floresta. Enquanto 3. _____ (andar) pela floresta, 4. _____ (começar) a pensar nos ensinamentos do seu pai e 5. _____ (ter) o desejo de receber o perdão dos seus pecados. Enos 6. _____ (ajoelhar-se) na floresta e 7. _____ (orar) durante todo o dia e até a noite. Enos 8. _____ (escutar) a voz do Senhor, quem lhe 9. _____ (dizer) que os seus pecados tinham sido perdoados. Enos 10. _____ (orar) mais à respeito dos seus irmãos os nefitas, e depois à respeito dos lamanitas. Por causa da fé de Enos, ele 11. _____ (poder) receber uma resposta às suas orações.

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Depois de orar, José Smith ***tinha** uma visão.
   After praying, Joseph Smith had a vision.
2. Nossos investigadores ***tiveram** quatro filhos.
   Our investigators had four children.
3. Quando ***tive** 15 anos, queria fortalecer o meu testemunho.
   When I was 15, I wanted to strengthen my testimony.
4. Quando ***esteve** no deserto, Leí teve um sonho.
   When he was in the wilderness, Lehi had a dream.
5. A Grande Apostasia ***durava** centenas de anos.
   The Great Apostasy lasted hundreds of years.
6. A Irmã Rodrigues disse que ***precisou** ajuda.
   Sister Robles said she needed help.
7. Ontem ***havia** uma atividade da ala muito divertida.
   Yesterday there was a very fun ward activity.
8. Quando ***fui** jovem, meus pais me ensinaram a orar.
   When I was young, my parents taught me to pray.
9. O irmão Carlos nos perguntou se ***pôde** se batizar.
   Brother Ruis asked us if he could be baptized.
10. ***Podia** ler o capítulo que lhe demos?
    Were you able to read the chapter we gave you?

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Quando vivíamos com Deus, éramos espíritos.
2. As escrituras foram importantes durante a apostasia.
3. Quando esteve em casa, leíamos as escrituras todos os dias como família.
4. Jesus Cristo curou muitas pessoas que tiveram enfermidades.
5. A multidão viu um homem que descia dos céus.
6. Às vezes a gente rejeitava o que os profetas ensinavam.
7. Senti o Espírito enquanto o meu companheiro falava.
8. Nosso investigador leu e orou sobre o Livro de Mórmon.
9. Deus respondeu à pergunta que José Smith teve.
10. As pessoas queriam ouvir a nossa mensagem.
11. José Smith sabia que Deus soube a resposta.
12. Na nossa citação leíamos 3 Néfi 11 por 20 minutos.
13. A gente não entendia a voz que ouvia.
14. Os reformadores não foram profetas.

15. Amon e os seus irmãos estavam na missão por 14 anos.
16. No seu sonho, Leí viu uma árvore que ficou ao lado de um rio.

G. Share an Experience

Think of an experience that you could share with one of your investigators. Some possible topics include how you gained a testimony of the gospel, an experience that strengthened your faith, a time you were blessed for obedience, etc. Write out your experience and have your companion or a native speaker check it, paying special attention to your use of preterit and imperfect. Practice sharing your experience with your companion and use the experience in an upcoming lesson with that investigator.

H. Scripture Activity

Pick a story from the scriptures that could help one of your current investigators. Using your scriptures, write out the story in a way that your investigator can understand. Practice telling the story to your companion, personalizing the story for your investigator. Get feedback on your use of preterit and imperfect.

I. Language Study Plan Activities

1. "Actively listen," bullet 1. Ask a native speaker who is a convert to tell you his or her conversion story. Listen carefully to how he or she uses the preterit and imperfect. Later, retell the story to your companion and get feedback on your use of preterit and imperfect.

2. "Improve your ability to read and write," bullet 4. Write down the spiritual experiences you and your companion have. Focus on using preterit and imperfect correctly. Have your companion check what you write.

3. "Memorize vocabulary and phrases," bullet 7. Look in the lessons or brochures for sentences that use both preterit and imperfect. Memorize the sentences and come up with other ways to express the same idea, focusing on using preterit and imperfect correctly.

Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Narrating experiences and telling stories

- Preterit: Regular
- Preterit: Irregular
- Imperfect
- Preterit vs. Imperfect

Activities (see answers on pp. 214–215)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

Adão e Eva foi os primeiros filhos de Deus que vieram à terra. Deus criou Adão e Eva e os pôs no Jardim do Éden. Adão e Eva tinham corpos de carne e osso porque eram criados à imagem de Deus. Embora estiveram no Jardim, viviam num estado de inocência, sem conhecer a diferença entre o bem e o mal. Deus lhes mandou que não comiam do fruto proibido porque se fizeram, se tornariam mortais. Porém, se não comeram do fruto, teriam que permanecer para sempre no Jardim sem progredir. Adão e Eva escolheu comer do fruto. Isso, que se chama a Queda, era parte do plano de Deus. Por causa da sua decisão, puderam ter filhos, o que significava que o resto dos filhos de Deus podiam vir à terra. Também devido à sua eleição, a morte e o pecado entravam no mundo. Mas Jesus Cristo vencia os efeitos da Queda para que podíamos voltar a Deus. Sou grato por Adão e Eva e sei que todos nós podemos voltar ao nosso Pai Celestial se fazemos o que Ele nos mandou.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the eight errors in it. Check your answers.

Eu sei que o Livro de Mórmon é verdadeiro. Quando fui jovem, li a promessa de Morôni e sabia que se leria o Livro de Mórmon e oraria com um coração sincero, Deus me responderia. Decidia ler e depois pedir a Deus que me ajudava a saber que o livro era verdadeiro, e Deus me respondia. Recebia a resposta que buscava e sei que você também pode receber uma resposta. Tal como me respondia a mim, Deus responderá à sua oração se ora com fé e verdadeiramente quer saber a verdade.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

1. Vocês leu o livro?
2. Enquanto Jesus esteve na terra, curou à gente.
3. A ressurreição trazeu a vitória sobre a morte.
4. Deus me deu a resposta que procurei.
5. Quando fui jovem, o meu amigo me convidou à igreja.
6. Podiam ler esse capítulo ontem à noite?
7. Cristo punha as suas mãos sobre a cabeça dos apóstolos.
8. Joseph Smith tinha uma visão em que viu a Deus.
9. Enos orava durante muito tempo.
10. Joseph Smith traduzia o livro pelo poder de Deus.
11. A gente caíram em apostasia.
12. O que sentia depois de orar?
13. Fazia uma oração e pedi ajuda do meu Pai Celestial.
14. Ontem à noite não estavam quando cheguemos.
15. Essa prova se torniu uma bênção.
16. Cristo morria na cruz.
17. Eu orou a Deus para ter mais força.
18. Joseph Smith recebia a autoridade do sacerdócio.
19. Creio que tive 13 anos quando isso aconteceu.
20. Falávamos com ele durante vinte minutos.
21. Jesus Cristo andava sobre o mar.
22. Todos vínhamos a esta terra para aprender.
23. Quando sabeu que o livro era verdadeiro?
24. Enquanto Enos orou, escutou à voz do Senhor.
25. Deus e Jesus Cristo se apareciam a José Smith.
26. Havia um batismo ontem à noite e hoje é a confirmação.
27. Sintimos o Espírito ontem à noite.
28. Deus e Jesus Cristo diziam a José que nenhuma igreja era correta.

D. Translation

On a separate sheet of paper, translate the following sentences into Portuguese. Check your answers.

1. I learned that God had a plan for me.
2. Joseph Smith got the answer he was seeking.
3. Did you (pl. formal) read the chapter?
4. I know that Joseph Smith was a prophet.
5. What did Christ do while He was on the earth?
6. The people rejected Christ and His Apostles.
7. Nephi visited the people that were in the Americas.
8. I found an answer to my question.
9. Christ died for all of God's children.
10. Every day I would pray about the Book of Mormon.
11. I used to live far from a temple.
12. God called Noah to be a prophet.
13. How long did you (sing. formal) pray for?
14. Christ healed people that had diseases.
15. Joseph Smith translated the Book of Mormon.
16. I put my faith in God.
17. I didn't receive the answer that I wanted.
18. The Fall brought death and sin into the world.
19. Nephi saw the same vision as his father.
20. God blessed the people for their obedience.

E. Companion Activities

1. With your companion, go over your planner from the last three days. Describe what you did each day in detail and get feedback on how well you use preterit and imperfect. Also discuss whether each activity influenced one of your key indicators. If an activity didn't influence a key indicator, discuss why and decide whether you should continue doing that type of activity.

2. Have your companion play the role of a new investigator. Using the preterit, imperfect, and perfect tenses, practice telling him or her how you came to know that the Book of Mormon is true and that Joseph Smith was a prophet. Tell the investigator how he or she can come to know these things as well.

F. Scripture Activities

1. Read Alma 36:17–20 and write down the uses of imperfect and preterit. Check your answers. Then practice telling this story to your companion from a third-person point of view as if he or she were one of your investigators. Get feedback from your companion on how well you used preterit, imperfect, and irregular verbs.
2. Choose one of your favorite scripture stories. Think of an investigator who could benefit from hearing the story. Write down the story in your own words, focusing on using preterit, imperfect, conditional, and irregulars correctly. Have your companion or a native speaker check your story for correctness. Then practice telling your story to a native speaker or your companion in the role of the investigator you chose earlier. Get feedback on how well you used these grammar principles and set goals to share your story with your investigator.
3. Go to the back of the *Missionary Vocabulary and Phrases* book in Appendix B under "Stories from the Scriptures." Choose one of the parables that you would like to be able to teach but currently cannot. First find the vocabulary you will need, and then write down the story, underlining the preterit and imperfect verbs. Have a native speaker check the underlined parts of the parable. Then practice teaching the parable to the native speaker and get feedback on how you used these grammar principles.

G. Writing Activities

1. Find five principles from the missionary lessons about which you can share a personal experience. Write down the experiences, underlining each preterit or imperfect verb. Have your companion or a native speaker check the words you underlined and give you feedback. Practice sharing your experiences with your companion and set goals to share them with your investigators.
2. Write a paragraph about one of the prophets from the Bible that you can use to illustrate the pattern of apostasy and restoration, and underline the preterit and imperfect. Have your companion or a native speaker check how well you used these verb tenses. Then practice explaining the pattern of apostasy and restoration as if you were explaining it to a new investigator in the first lesson.

Asking and answering questions of **Time, Date, and Location**

Purpose

This function will help you talk about when and where things happen; for example, when is church, and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- The Church was restored **April 6, 1830**. (Time and Date)
- We are here **on** earth to learn and grow. (Prepositions)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- The Restoration of the Gospel of Jesus Christ (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- Pre-Earth Life (Where did we come from?)
- Our Life on Earth (Why are we here?)
- The Spirit World (Where do we go when we die? How long are we there?)
- Kingdoms of Glory (Who goes to each kingdom?)
- Baptism and Confirmation (Where does each part of baptism take place [baptism, confirmation]? When are my investigators getting baptized?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Conduct a Meeting (When does each part of the meeting happen?)
- Give Directions (What is the destination close to? What do you pass along the way?)
- Make Appointments (When are they free? Where is the appointment?)
- Plan Daily and Weekly Activities (When and where will each appointment/activity take place?)

Time and Date

Examples from *Vocabulary and Phrases*

We already have an appointment **at that time**.	Já temos um compromisso **nessa hora**.
So, we'll see you **on** ... **at** ...	Então nos vemos **na** ... **às** ...
Wednesday would be better.	**A quarta-feira** seria melhor.
We have an appoinment at **7:00 p.m**.	Temos um compromisso **às sete horas da noite**.

Explanation

Asking the Time

35a

Example: Que horas são?
What time is it?

Telling the Time

Hours: Note that Portuguese use *h* instead of the colon in between the hour and the minutes.

35b

5h00 = **São** cinco.

7h00 = **São** sete.

10h00 = **São** dez.

Note: For 1:00 use *É a…* and *uma*, not um, to refer to *uma hora* (1:00 = *É uma*). This also applies to 2:00 which would be *São duas.*

Minutes (the first half hour)

São (hour) **e** (minutes)

35c

4h08 = **São** quatro **e** oito.

7h17 = **São** sete **e** dezessete.

1h24 = **É** uma **e** vinte e quatro.

Note*:* At 15 minutes past the hour use *e um quarto* instead of *e quinze* (*São cinco e um quarto* = 5:15). At 30 minutes past the hour use *e meia* instead of *e trinta* (*São duas e meia* = 2:30).

Minutes (the last half hour)

São/É (hour) **e** (number of minutes)

2h38 = **São** duas **e** trinta e oito.

4h45 = **São** quatro **e** quarenta e cinco.

12:50 = **São** dez **para** uma.

Asking and Telling What Time Something Happens

35d

A que horas? À/Às...

Question	Answer
A que horas é a reunião? *What time is the meeting?*	(A reunião) é **às** sete. *(The meeting) It's at seven.*
A que horas é a conferência? *What time is the conference?*	(A conferêcia) é **às** nove. *(The conference) It's at nine.*

a.m. / p.m.

da manhã	a.m. or in the morning *(usually from midnight to noon)*	A conferência é às nove da manhã. *The conference is at 9:00 a.m.*
da tarde	PM or in the afternoon *(usually from noon to around 6 p.m.)*	Temos um compromisso às três da tarde. *We have an appointment at 3:00 p.m.*
da noite	PM or in the evening *(usually from around 6:00 p.m. to midnight)*	Ele se deita às onze da noite. *He goes to bed at 11:00 p.m.*

Note: These expressions of a.m./p.m. may vary slightly from country to country.

Military time

Military time, or the 24-hour clock, is used for official purposes such as bus, train, and plane schedules. It is also used for events (e.g., church, plays, etc.). It is not different from the normally used 12-hour clock in the morning; however, after that, you must add twelve hours to the time. For example:

12-Hour Clock	24-Hour Clock
1:00 p.m.	13h00
2:00 p.m.	14h00
3:00 p.m.	15h00

Military time would be read as the following:

15h43 = São quinze e quarenta e três.
or
15h43 = São dezessete para as dezesseis.

Talking about Dates: Day, Month and Year

To say that something happens **on** a certain day, *em* and *a* are used. The article contraction *no* or *na* is used for **that one day**; *às* or *aos* is used if it happens **every week on that day**.

35e

Examples:

A atividade é **na** terça feira.
The activity is on Tuesday.

As reuniões são **aos** domingos.
The meetings are on Sunday.

When telling what day it is, the articles *no/na/às/aos* are not used.

Examples:

Hoje é domingo.
Today is Sunday.

Amanhã é segunda feira.
Tomorrow is Monday.

For days of the month, Portuguese uses only **(n)o dia + the number + *de*** (*o dia 4 de Novembro*) .

Examples:	Hoje é **o primeiro dia de** Fevereiro. *Today is the first of February.*
	O meu aniversário é dia **vinte e um** de Maio. *My birthday is May 21st.*

Years: In Portuguese you say the single whole integer for the year.

Examples:	1820	Mil oitocentos e vinte (*one thousand eight hundred twenty*).
	1988	Mil novecentos e oitenta e oito (*one thousand nine hundred eighty-eight*).
	2007	Dois mil e sete (*two thousand seven*).

Activities (see answers on p. 215)

A. Telling Time

On a separate sheet of paper, write down how you would express each time given using a complete sentence. Include the time of day. Check your answers. You may also do this activity out loud with your companion.

Example: 9:00 a.m. São as nove da mañana.

1. 8:00 a.m.
2. 3:15 a.m.
3. 3:45 p.m.
4. 5:39 p.m.
5. 10:48 a.m.
6. 1:19 p.m.
7. 12:00 p.m.
8. 7:45 a.m.
9. 4:15 p.m.
10. 1:00 p.m.

B. Translation

Translate the following sentences, focusing on expressing the time correctly. Check your answers.

1. We will come by at 11:00 in the morning.
2. Meetings are on Sundays at 10:00 in the morning.
3. The baptism is on Saturday at 6:00 in the evening.
4. The activity is from 6:30 until 8:00 in the evening.
5. Could we visit you (pl. formal masc.) at 2:30 in the afternoon?
6. We have a meeting at 9:00 in the morning on Sunday.
7. We have an appointment at 8:00 in the evening on Monday.
8. What time will you (pl. formal) get back on Friday?
9. We'll come by to pick you (sing. formal fem.) up at 9:45 in the morning on Sunday.
10. Why did you (sing. formal) wake up at 3:30 in the morning?
11. Today is the 18th of August.
12. Tomorrow is Friday.
13. The Church was organized on April 6, 1830.
14. Next Sunday is March 1st.
15. Joseph Smith had the First Vision in 1820.
16. The meeting will be on Tuesday at 19:30.
17. Today is December 23, 2008.
18. The baptism is on Saturday at 18:00.
19. Do you (pl. formal) mind if we begin at 5:30?
20. What time do you finish working on Saturdays?

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. ***É** quatro e meia.
   It's four thirty.
2. A conferência é o ***quinto** de Abril.
   The conference is on the fifth of April.
3. São sete e meia ***na** manhã.
   It's seven thirty in the morning.
4. Nasci em ***dezenove** oitenta e nove.
   I was born in 1989.
5. Hoje é ***a** quinta-feira.
   Today is Thursday.
6. ***São** uma e meia.
   It's one thirty.

7. A atividade é ***em** quarta.
   The activity is on Wednesday.
8. Temos um compromisso ***a** cinco e um quarto.
   We have an appointment at 5:15.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Temos reuniões aos domingos.
2. A ala começa a sete menos um quarto.
3. Amanhã é o sábado.
4. Sua entrevista batismal é no sábado às 11h00.
5. Amanhã é o dia vinte e sete de junho.
6. É uma e vinte e três.
7. Joseph Smith nasceu em dezoito e cinco.
8. É dois e meia.
9. Você se batizará o segundo de maio?
10. Há uma atividade às cinco na tarde.
11. Vamos falar com eles na terça-feira às cinco.
12. Hoje é o domingo.
13. É cinco e um quarto da manhã.
14. Podemos passar às sete e meia?
15. A reunião será em domingo às sete.
16. Pode vir às onze e meia da manhã?

E. Companion Activities

1. Go over your plans for the week with your companion. For each event you have scheduled, practice telling each other what time the event begins and on what day.
2. Practice scheduling appointments with your companion as if he or she were one of your investigators. Ask what time would be best for the investigator and confirm the appointment after you make it. Get feedback on how well you expressed the time.

F. Language Study Plan Activities

1. “Actively listen,” bullet 1. Expressions of time vary by country. Listen to how the natives in your mission express the time and imitate them. Write down any phrases they use that you would not have used.
2. “Learn grammar,” bullet 2. Prepare sentences using expressions of time and dates that you can use in your scheduled activities today, such as scheduling further appointments or telling investigators what time events start.

Prepositions

Examples from *Vocabulary and Phrases*

From this passage, what can we learn **about** faith?	**Segundo** esta passagem, o que podemos aprender **sobre** a fé?
What do you think enduring **to** the end means?	O que pensa que perseverar **até** o fim significa?
Truth does not change **with** conditions or time.	A verdade não muda **com** as condições nem o tempo.
What was the difference **between** the responses **of** Nephi and Laman?	Qual foi a diferença **entre** as respostas **de** Néfi e Lamã?

Explanation

36a

The following is a list of some Portuguese prepositions with some of their English equivalents.

Preposition	Meaning	Example
a	*to, at, unto*	Os missionários foram **à** igreja. *The missionaries went to church.*
de	*of, from, about*	Este livro é outro testamento **de** Jesus Cristo. *This book is another testament of Jesus Christ.*
em	*in, on, at*	Lemos dos profetas **no** Livro de Mórmon. *We read about the prophets in the Book of Mormon.*
com	*with*	Quando oramos, falamos **com** Deus. *When we pray, we speak with God.*
por	*by, for, through, because of, around*	Sei que Jesus Cristo morreu **por** mim. *I know that Jesus Christ died for me.*
para	*for, in order to, toward, by (deadline)*	Podemos orar **para** saber a verdade. *We can pray in order to know the truth.*
ante	*before, faced with*	Teremos que ficar de pé **ante** Deus. *We will have to stand before God.*
abaixo	*under, beneath*	Cristo criou a terra **abaixo** a direção do Seu Pai. *Christ created the earth under the direction of His Father.*
contra	*against*	Lutemos **contra** o mal no mundo. *We fight against evil in the world.*
durante	*during, for (period of time)*	**Durante** a visita ao templo, aprendemos muito. *During our visit to the temple, we learned a lot.*
entre	*between, among*	Um convênio é um acordo **entre** Deus e nós. *A covenant is a promise between God and us.*
desde	*since, from*	**Desde** que ela se batizou, é uma nova pessoa. *Since she got baptized, she is a new person.*
após	*after*	Os apóstolos pregaram o evangelho **após** a morte de Cristo. *The Apostles preached the gospel after Christ's death.*
até	*until, up to, including*	Devemos esperar **até** a confirmação. *We have to wait until the confirmation.*
através	*through (by means of)*	Jesus Cristo ensinava **através** de parábolas. *Jesus Christ taught through parables.*
segundo	*according to*	Os profetas escrevem **segundo** a revelação que recebem. *Prophets write according to the revelation they receive.*
sobre	*on, about, over, above*	José Smith organizou a Igreja de Jesus Cristo mais uma vez **sobre** a terra. *Joseph Smith organized the Church of Jesus Christ again on the earth.*
atrás	*after, behind*	A igreja fica **atrás** do supermercado na Rua Fernão Magalhães. *The church is behind the supermarket on Ferdinand Magellan Street.*
sem	*without*	**Sem** a oração, não podemos saber verdades espirituais. *Without prayer, we cannot know spiritual truths.*

Prepositional Pronouns

36b

Prepositional pronouns are simply pronouns that follow a preposition. Except for the *eu* and *tu* forms, these prepositional pronouns are the same as the subject pronouns.

Prepositional Pronouns		Examples
mim	nós	Deus tem bênçãos **para <u>mim</u>**. *God has blessings for me.*
ti	vós	Deus tem bênçãos **para <u>ti</u>**. *God has blessings for you.*
si/você ele/ela	vocês eles/elas	

To say *with me, with you,* and *with him/herself,* use the special prepositional forms *comigo*, *contigo,* and the reflexive *consigo.*

Examples:

Ele é muito amigável **<u>comigo</u>**.
He is very nice to me.

Quero falar **<u>contigo</u>**?
I want to speak with you.

Ele está falando **<u>consigo</u>**.
He is speaking to you.

Activities (see answers on pp. 215–216)

A. Find Prepositions

Write down all the prepositions, in order, from the following paragraph. Check your answers.

Há muitos exemplos na Bíblia de profetas que falavam por Deus. Deus mandou que Noé advertisse a gente que se não se arrependessem, Deus mandaria uma inundação à terra. A gente, contudo, se rebelou contra Noé e não quis ouvir as suas palavras. Noé construiu uma arca para ele e para a sua família. Ele entrou na arca com a sua família e muitos animais. Depois, choveu durante muito tempo e toda a gente exceto Noé e a sua família morreu. Esta história nos ensina que ouvir os profetas pode nos manter a vida. Por meio do Seu profeta, o Senhor nos disse o que devemos fazer para evitar o perigo.

B. Translation

Translate the following sentences, focusing on using prepositions correctly. Check your answers.

1. We're going to the chapel.
2. Can we teach your friend at his house?
3. This is a scripture about repentance.
4. During the meeting, several people gave talks.
5. Will you (pl. formal) attend church with us this Sunday?
6. A covenant is an agreement between God and us.
7. Sometimes people rebel against the prophets.
8. We can live forever with our families.
9. God has a plan for you.
10. During an apostasy, there is no prophet.
11. We can progress toward eternal life.
12. Prophets speak for God.
13. God restored the Church through Joseph Smith.
14. We want to be innocent before God.
15. The Israelites were under the law of Moses.
16. This book contains the writings of ancient prophets.
17. According to this scripture, what is faith?
18. Between death and the resurrection, we are in the spirit world.
19. Without Jesus Christ, we cannot be saved.
20. We will wait in the spirit world until the resurrection.
21. I've received great blessings since my baptism.
22. We will meet at the activity.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. O batismo vai ser ***à** capela.
   The baptism is going to be at the church.
2. O bispo é o homem ***no** terno preto.
   The bishop is the man in the black suit.
3. Vamos nos reunir com o bispo ***na** manhã.
   We're going to meet with the bishop in the morning.
4. Quero estar perto ***a** Deus.
   I want to be close to God.
5. Quando penso ***das** minhas bênçãos, sinto gratidão.
   When I think of my blessings, I feel gratitude.
6. É importante ***para** orar todos os dias.
   It's important to pray every day.
7. Quero compartilhar o meu testemunho ***comigo**.
   I want to share my testimony with you.
8. Vamos ***para** ônibus à atividade.
   We're going to go by bus to the activity.
9. Está disposto* **de** obedecer a Palavra de Sabedoria?
   Are you willing to obey the Word of Wisdom?
10. Somos responsáveis ***para** as nossas decisões.
    We're responsible for our decisions.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Isto demonstra que estamos dispostos de obedecer.
2. De que consiste o arrependimento?
3. Está preparado pelo seu batismo?
4. O que acredita acerca do batismo?
5. Néfi construiu um barco por mão.
6. Nosso galardão depende da nossa obediência.
7. Vamos nos reunir à casa dos García.
8. Estas coisas podem ser difíceis fazer.
9. Para entrar o templo precisamos duma recomendação.
10. Podemos voltar às duas na tarde?
11. O bispo falou com si?
12. Passaremos por você e logo iremos a pe à capela.
13. Vamos por ônibus à capela.
14. O templo fica 60 kilómetros daqui.
15. Sei que Deus tem um plano para mim.
16. Deus é muito misericordioso com mim.

Time/Loc.

E. Scripture Activity

Read your Portuguese and English scriptures side by side and note the differences between prepositions. Create sentences from the scriptures that you can use in your teaching.

F. Language Study Plan Activities

1. "Actively listen," bullet 3. Prepositions are some of the most difficult things to master in learning Portuguese. Pay close attention to how natives use prepositions, especially when they use a different preposition than you would in English. Ask a native when you are unsure of which preposition to use with a given phrase.
2. "Memorize vocabulary and phrases," bullet 6. Find important scriptures that use prepositions differently than English. Memorize them and use them in teaching situations according to the principles in chapter 10.
3. "Memorize vocabulary and phrases," bullet 3. Create flashcards of verbs that use a preposition different from English (e.g., *pensar*, *depender*, or *consistir*) and memorize the verbs with their preposition.

Review: Time, Date, and Location

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and answering questions of time, date, and location

- Time and Date
- Prepositions

Activities (see answers on p. 216)

A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the nine errors in it. Check your answers.

Enquanto somos aqui na terra, temos muitas oportunidades a progredir. Todos temos o livre arbítrio, o qual nos dá a capacidade a escolher entre o bem e o mal. Contudo, é importante para lembrar que também somos responsáveis para as nossas decisões. Precisamos sempre obedecer a Deus e ser em lugares onde Espírito possa estar presente para que podemos receber as bênçãos prometidas. Estou grato por todas as bênçãos que recebo e sinto que Deus é muito misericordioso comigo e com a minha família. Sei que você também pode receber estas bênçãos e voltar a ser com o seu Pai Celestial.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the eight errors in it. Check your answers.

Quero compartilhar o meu testemunho com si. Eu sou missionário há quatro meses. Durante este tempo já aprendi muito do amor que Deus tem para os Seus filhos. Sei que Ele é o nosso Pai Celestial e quer que sejamos felizes. Mas não podemos ser felizes a menos que seguimos os ensinamentos de Jesus Cristo. Sei que Ele é o Filho de Deus e que se estamos dispostos de seguir o que Ele nos pede, podemos voltar a ser com Deus. Para receber esta bênção, é importante para ganhar um testemunho e agir segundo esse testemunho. Sei que o Livro de Mórmon é verdadeiro e que José Smith foi um profeta. Também sei que há profetas que são na terra hoje e que eles desejam também que somos felizes.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

1. Nosso compromisso está às três e meia?
2. Estão dispostos de seguir ao profeta?
3. Sei que isto não é fácil fazer.
4. O arrependimento consiste de várias partes.
5. Falaremos destes capítulos quando voltamos.
6. É importante para estudar as escrituras todos os dias.
7. A igreja está perto do supermercado.
8. Quando descobrimos a resposta, lhe ligaremos.
9. Onde está a sua casa?
10. Faz quanto tempo que é lendo o livro?
11. Podemos ter a lição a sua casa?
12. Os outros missionários vai falar consigo.
13. Faz quase um ano que estou missionário.
14. Podemos estar perto a Deus.
15. Há reuniões nos domingos às 10.
16. Podemos ir em táxi à atividade.
17. Néfi construiu o barco por mão.
18. É essencial para orar todos os dias.
19. A capela está dois kilómetros daqui.
20. Seu batismo será à capela.
21. O bispo pode falar a você?
22. Para eu a família é muito importante.
23. O Espírito nos guia para que entendemos a verdade.
24. Podemos nos reunir às seis na manhã?
25. José Smith teve a sua visão em dezoito vinte.
26. Sua confirmação será em domingo.
27. Estaremos lá a cinco da tarde.
28. O Espírito pode ser com você.
29. A Conferência Geral está em Salt Lake City.
30. Sinto o amor que Deus tem para eu.
31. Recebi o sacerdócio há um ano atrás.
32. Vimos o seu amigo ao parque.

D. Translation

On a separate sheet of paper, translate the following sentences into Portuguese. Check your answers.

1. How long have you (pl. formal) lived here?
2. I read for a half hour.
3. We'll have an interview at 6:30 p.m. on Saturday.
4. God has a plan for me.
5. We go to the church by bus.
6. The activity will be at the church.
7. Is your (sing. formal) friend's house near yours?
8. Can we come at 7:30?
9. How long have you (pl. formal) been members?
10. When we arrive, you (pl. formal) will meet the bishop.
11. A covenant is an agreement between God and us.
12. According to this scripture, why is it important to have faith?
13. It's 5:30 right now.
14. I was baptized six years ago.
15. Will you (sing. formal) share your testimony with us?
16. Under the direction of His Father, Christ created the earth.
17. We were with God before this life.
18. The scripture is on page 734.
19. During an apostasy, there are no prophets.
20. Is the lesson at your (pl. formal) house?
21. We don't receive blessings unless we obey.
22. It's important to pray before reading.

E. Companion Activities

1. Come up with a list of at least 10 events that you have scheduled for the next few weeks and to which you could invite an investigator (e.g., a ward activity, a baptism, a fireside, church meetings, a family home evening, a member's home, English class, etc.) with a date, time, and location for each. Then have your companion play the role of an investigator and practice inviting him or her to that event. Focus on expressing the time and date correctly and using *ser* and *estar* correctly to express location. Get feedback on how well you used these principles.

2. In your area book, find the Teaching Record for one of your progressing investigators. For each entry under "Comments about Teaching Visits," use *haver* to tell your companion how long ago the lesson was, and use *ser* or *estar* to tell where the lesson was and who was there. Have your companion correct you as you go. Then discuss the investigator's progress and needs with your companion based on the comments on his or her Teaching Record.

3. Listed below are several important events in Church history as well as a list of dates. Match each event with its date and tell your companion when the event occured in a complete sentence. Have your companion check your answers in the *Answers* section as you say each sentence.

1. A Igreja foi organizada	a. May 15, 1829
2. O Sacerdócio Aarónico foi restaurado	b. December 23, 1805
3. José Smith recebeu as placas	c. Spring of 1820
4. José Smith nasceu	d. June 27, 1844
5. A Primeira Visão	e. April 6, 1830
6. O primeiro impresso do Livro de Mórmon	f. July 24, 1847
7. Assassinato de José Smith	g. March 26, 1830
8. Os pioneiros chegaram a Utah	h. September 22, 1827

F. Scripture Activity

Find a Portuguese scripture that you will teach to one of your investigators and that uses prepositions differently than the English version. Practice sharing the scripture with your companion in the role of that investigator. As you share it, give background on the scripture and use *ser* and *estar* with location. Get feedback on how well you used prepositions and *ser* and *estar* with location.

Asking and answering questions of **Quality, Quantity, Number, and Sequence**

Purpose

This function is to help you talk about a comparison between two things; for example, which kingdom of glory is the highest, or how we can exercise greater faith. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- "The Book of Mormon is the **most** correct book on earth...and a man would get **nearer** to God by abiding by its precepts..." (Comparatives and Superlatives)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- The Gospel Blesses Families (How does the gospel help our families be better?)
- The Great Apostasy (How are people different during a time of apostasy?)
- Kingdoms of Glory (Which kingdom is the highest/lowest?)
- We Can Be Cleansed from Sin (In what ways can we be more like the Savior?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Make a Purchase (When selecting an item to buy, which is the best? Why?)

Comparatives and Superlatives

Examples from *Vocabulary and Phrases*

Could we come an hour **later**?	Poderíamos vir uma hora **mais tarde**?
Do you have this in a **larger** size?	Tem isto num tamanho **maior**?
When's the **best** time to call back?	Qual é a hora **melhor** para ligar de volta?
As a result of a sincere repentance we feel the Spirit in **greater** abundance.	Como resultado de um arrependimento sincero sentimos o Espírito em **maior** abundância.

Explanation

Comparatives are used to **compare** two or more things to each other.

Comparatives

Comparison of inequality

37a

The following chart shows the two patterns that can be used to express the idea of **more than** and **less than**.

*The ***do*** is placed in parenthesis because its use is optional.

mais / **menos**	adjective / adverb / noun	**(do) que**	A fé é **mais** poderosa **(do) que** as idéias do mundo. *Faith is **more** powerful **than** the world´s ideas.*
			O reino telestial é **menos** glorioso **(do) que** o reino terrestre. *The telestial kingdom is **less** glorious **than** the terrestrial kingdom.*
verb	**mais** / **menos**	**(do) que**	Esses missionários sorriem **mais (do) que** outros. *Those missionaries smile **more** often **than** others.*
			Os injustos obedecem **menos (do) que** os justos. *The unrighteous obey **less than** the righteous.*

Comparison of equality

37b

The following chart shows the three patterns that can be used to express equality.

tão	adjective / adverb	**quanto**	O reino celestial é **tão** glorioso **como** o sol. *The celestial kingdom is **as** glorious **as** the sun.*
			Os élderes vivem **tão** retamente **como** as irmãs. *The elders live **as** righteously **as** the sisters.*
tanto / tanta / tantos / tantas	**noun**	**quanto**	No mundo telestial há **tantos** habitantes **como** areia nas praias do mar. *In the telestial world, there are **as many** people **as** sand upon the seashore.*
verb	**tanto como**		Pregamos o evangelho **tanto como** eles. *We preach the gospel **as much as** they do.*

Quantity

Special comparative words

Some very common comparisons have special forms. These forms agree with the noun in number (singular/plural).

37c

melhor **melhores**	→	*better, best*	Estes livros são **melhores (do) que os** outros. *These books are **better than** the others.*
pior **piores**	→	*worse, worst*	O tempo está **pior (do) que** antes. *The weather is **worse than** before.*
maior **maiores**	→	*bigger, greater*	Sou **maior (do) que** meu irmão. *I am **bigger than** my brother.*
menor **menores**	→	*smaller, lesser*	Meu irmão é **menor (do) que** eu. *My brother is **smaller than** me.*

Superlatives

Superlatives are not used just to say that one thing is bigger than another, but to say that it is the **biggest** or **best** of all.

37d

To form the superlative, use the comparative form with a definite article or possessive adjective. The following charts show the patterns that can be used to express the highest or the lowest degree of a particular quality when comparing people or things to many others in the same group or category.

	Optional			
o **a** **os** **as**	noun	**mais** **menos**	adjective	O reino celestial é **o** reino **mais alto**. *The celestial kingdom is **the highest** kingdom.*
				O menos glorioso é o reino telestial. ***The least glorious** is the telestial kingdom.*

Note: Portuguese uses *de*, not *em*, with superlatives to say *the best in the world,* and phrases like it.

Example: Sou o missionário mais alto **do** nosso distrito.
I'm the tallest missionary in our district.

o **a** **os** **as**	**melhor(es)** **pior(es)** **maior(es)** **menor(es)**	noun	A exaltação é **a melhor recompensa**. *Exaltation is the **best/greatest reward**.*
			O menor grau de glória é o do reino telestial. ***The least degree** of glory is that of the telestial kingdom.*

Activities (see answers on pp. 216–217)

A. Translation

Translate the following sentences, focusing on using comparatives correctly. Check your answers. Then try to come up with as many other comparative sentences as you can from the sentences given. (Example: For #1, you may give the Portuguese sentence for "Earthly goods are the *least* important," or "The gospel is *more* important than earthly goods.")

1. Earthly goods are less important than the gospel.
2. There are more people at this activity than last activity.
3. My testimony is stronger than before.
4. There are more temples now than before.
5. God is more powerful than Satan.
6. The word of God is more powerful than the sword.
7. We work with members more often than before.
8. The scriptures are more precious than gold.
9. Obedience is more important than sacrifice.
10. Two witnesses are more convincing than one.
11. Nephi murmured less than Laman and Lemuel.
12. The light was shining brighter than the sun.

B. Translation
Translate the following sentences, focusing on using comparisons of equality correctly. Check your answers.

1. Satan wants people to be as miserable as him.
2. Do you pray as much as before?
3. God loves people today as much as in ancient times.
4. You are as important as me to God.
5. Nephi worked as hard as he could to build the ship.
6. Laman and Lemuel were not as faithful as Nephi.
7. Nobody has suffered as much as Christ.
8. Isaiah taught that our sins can become as white as snow.
9. You can be as clean as when you were born.
10. We aren't as perfect as Jesus.

C. Translation
Translate the following sentences, focusing on using superlatives correctly. Check your answers.

1. The family is the most important social unit.
2. The telestial kingdom is the lowest kingdom.
3. The Book of Mormon is the most correct book on earth.
4. Our most important obligation is to God.
5. Laman was Lehi's oldest son.
6. My oldest brother served a mission in Taiwan.
7. That was the most difficult experience of my life.
8. My baptism was one of the happiest days of my life.
9. God can't consider sin with the least degree of allowance.
10. I've had some of my most powerful spiritual experiences while reading the scriptures.

D. Common Errors
Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Há mais ***tanto** 125 templos no mundo.
   There are more than 125 temples in the world.
2. Orar é tão importante ***que** ler.
   Praying is as important as reading.
3. É uma das bênçãos maiores ***no** mundo.
   It's one of the greatest blessings in the world.
4. Você se sente ***mais bem** que antes?
   Do you feel better than before?
5. Às vezes é bom ler o versículo mais * uma vez.
   Sometimes it's good to read the verse more than once.
6. Você é um dos membros mais fortes ***na** ala.
   You are one of the strongest members in the ward.
7. A confirmação é tão importante ***que** o batismo.
   Confirmation is as important as baptism.
8. Eu me sinto ***tanto** feliz como você.
   I feel as happy as you.

E. Error Correction
Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Sempre me sinto mais bem depois de me arrepender.
2. Devemos ajudar os que não têm tanto como nós.
3. O Espírito é o dom mais valioso no mundo.
4. Ninguém é tanto perfeito como Jesus Cristo.
5. Deus é mais amoroso que qualquer pessoa na terra.
6. Eu me sinto mais paz depois de orar que antes.
7. Eu me sinto o Espírito mais forte que nunca.
8. José Smith nasceu faz mais que 200 anos.
9. Depois de pecar, sempre me sinto pior.
10. Talvez não tenha tantos problemas como você.
11. A capela é um pouco mais que três quilômetros daqui.
12. Acha que o seu testemunho é mais forte agora que antes?
13. A obediência é melhor que o sacrifício.
14. Uma alma agora é tão importante como no tempo de Cristo.

F. *Preach My Gospel* Activity

Read the principle "Reinos de Glória" from lesson 2 in *Pregar Meu Evangelho*. Write down all of the comparative and superlative statements from this principle. Check your answers. Then write as many sentences using comparatives and superlatives as you can that relate to this principle and have your companion check them. Using your sentences, teach your companion this principle as if he or she were one of your investigators. Get feedback on how well you used comparatives and superlatives.

G. Scripture Activities

1. Read Alma 32:42 and write down the three comparative phrases used in this verse. Check your answers. Think of an investigator who could benefit from this verse. Using comparative constructions, describe the verse in your own words to your companion, as if he or she were that investigator. Get feedback on your use of comparatives.

2. Read Alma 39:19 and write down the comparative construction used. Check your answer. Then use this verse to teach your companion, as if he or she were a new investigator, about how God loves His children the same in every age of the world. Include other comparative constructions in your teaching. Get feedback from your companion.

H. Language Study Plan Activities

1. "Learn grammar," bullet 1. Look for comparatives and superlatives in the scriptures, *Pregar Meu Evangelho,* brochures, and other missionary materials. Ask others for help understanding how comparatives and superlatives are used.

2. "Learn grammar," bullet 2. Make as many sentences as you can that use comparatives and superlatives and that you could use in upcoming teaching appointments. Have your companion or a native speaker check them.

Asking and answering questions of **Cause and Effect**

Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Moroni told Joseph he **would be** known the world over. (Conditional)
- God **would** still love us **if** we sinned. (*If/Would* Clauses)
- God has a body of flesh **and** bone. (Conjunctions)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- The Great Apostasy (Why was there a Great Apostasy?)
- The Restoration of the Gospel of Jesus Christ (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- The Book of Mormon (What are the most important principles taught in the Book of Mormon?)
- Agency and the Fall (What would have happened if Eve hadn't partaken of the fruit?)
- Atonement (Where would we be without the Atonement? Why did Christ suffer for us?)
- Resurrection, Judgment, and Immortality (What will happen when we are judged?)
- Through Christ We Can Be Cleansed from Sin (We can't be cleansed from our sins unless _____.)
- Faith (What do we believe when we have faith?)
- Repentance (What will happen if we don't repent?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Extend Commitment Invitations (What blessings will they receive after they have kept their commitment?)
- Use the Scriptures (How would the scripture apply to the life of the investigator?)

Conditional

Examples from *Vocabulary and Phrases*

We understand how that **could** be difficult.	Entendemos por que isso **poderia** ser difícil.
Would you be available on Wednesday if we passed by?	**Estaria** disponível na quarta-feira se passássemos?
This parable teaches that a universal apostasy **would take place**.	Esta parábola ensina que uma apostasia universal **ocorreria**.
How **would** Peter **react** if we invited him to attend church?	Como Pedro **reaccionaria** se lhe convidássemos a assistir à igreja?

Explanation

The conditional is used to:

38a

Say what would happen under certain conditions.	Numa situação assim, **seria** importante saber a verdade. *In a situation like that, it **would be** important to know the truth.* Nessa situação, como é que Deus **responderia** à sua oração? *In that situation, how **would** God* answer *your prayer?*

38b

Talk about future actions or conditions from a past point of view.	Os profetas sabiam que as pessoas **receberiam** estas coisas. *The prophets knew that people **would receive** these things.* Decidi que **leria** o Livro de Mórmon. *I decided that I **would read** the Book of Mormon.*

38c

Make polite requests or soften suggestions and statements.	**Gostaríamos** de compartilhar uma escritura com vocês. *We **would like** to share a scripture with you.* **Poderíamos** ler algumas partes do Livro de Mórmon com você? ***Could we read** some parts of the Book of Mormon with you?*

Note: The conditional tense is the Portuguese equivalent of the English auxiliary verb *would.*

The *Would* Form

38d

The endings for *-ar*, *-er,* and *-ir* verbs are all the same for the conditional:

Conditional endings

-ia	-íamos
-ias	-íeis
-ia	-iam

To conjugate conditional in the future:

1. Take the infinitive verb.

orar

2. Add the conditional tense ending that agrees with the subject.

orar**ia**	orar**íamos**
orar**ias**	orar**íeis**
orar**ia**	orar**iam**

Note: The conditional endings are added directly to the infinitive. Do not drop the *–ar/–er/–ir* ending before adding the conditional ending. Also, note that the conditional endings are the same as the imperfect ones for *–er* and *–ir* verbs.

Exceptions		Use a shortened form of the infinitive.	
dizer	→	**dir–**	dir*ia*, dir*ias*, etc.
fazer	→	**far–**	far*ia*, far*ias*, etc.
trazer	→	**trar–**	trar*ia*, trar*ia*, etc.

Cause

38e

If/Would Clauses (Same content as section 44c in Past Subjunctive)

One important use of the past subjunctive is to express situations that are hypothetical, improbable, or completely contrary-to-fact.

The verb in the *if*-clause is in the past subjunctive to state the hypothetical condition.	The verb in the main clause is in the conditional to state the result or what **would happen** given the condition.
If John prayed …	… he *would* know the truth.
Se João **orasse**, saberia a verdade. *If John prayed, then he would know the truth.*	

More examples

Se eu não **soubesse** a verdade, a minha vida **seria** muito mais difícil. *If I didn't know the truth, my life would be much more difficult.*	**Se** as pessoas **entendessem** o plano de Deus, **poderiam** ser mais felizes. *If people understood God's plan, they could be happier.*
Minha vida **seria** muito mais difícil **se** eu não **soubesse** a verdade. *My life would be much more difficult if I didn't know the truth.*	**Se** Jesus Cristo **estivesse** aqui, o que **faria**? *If Jesus Christ were here, what would He do?*

*For more information on how to form Past Subjunctive, see 44 Past Subjunctive

Activities (see answers on pp. 217–218)

A. Conjugation

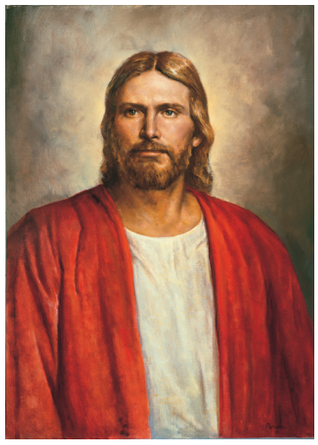
Conjugate each verb in the conditional in a verb tree. Check your answers. Then create a sentence that you could use in a teaching situation for each verb.

saber	trazer	dizer	fazer	haver
ler	pensar	ter	ensinar	ir

B. *What Would You Do If…*

On a separate sheet of paper, write as many sentences as you can explaining what you would do in each one of these situations. Focus on your use of the conditional and have your companion or a native review your sentences after you finish.

Example: Um investigador não cumpre com o seu compromisso de ler o Livro de Mórmon.
Estaria desatisfeito... Realçaria a importância de ler no Livro de Mórmon



1. Um investigador não está na sua casa.
2. O bispo precisa de conhecer os investigadores.
3. Acabou de ler o Livro de Mórmon.
4. Recebeu uma referência.
5. Um dos seus investigadores tem problemas com deixar de fumar.
6. Um dos seus investigadores tem vergonha de orar.
7. Combina um programa batismal.
8. A família dum dos seus investigadores não quer que ele se batize.
9. Um dos seus investigadores tem muita dificuldade em entender as escrituras.
10. Uma família dos membros tem medo de invitar os seus amigos à uma noite familiar.

C. Fill in the Blank

On a separate sheet of paper, write the correct conditional conjugation for each sentence. Check your answers.

1. Que bênçãos ____ (poder) (você) pedir de Deus?
2. Como vocês ____ (poder) exercer a sua fé?
3. Como ____ (reagir) (vocês) se estivessem numa situação como Néfi?
4. Se não tivéssemos um compromisso, ____ (visitar) os antigos investigadores.
5. Que perguntas ____ (fazer) (você) a um profeta?
6. O que ____ (fazer) (você) para se aproximar mais de Deus?

Cause

7. Nós ____ (gostar) de cantar um hino para você.
8. O que Jesus ____ (fazer) se estivesse aqui hoje?
9. Que bênçãos ____ (desejar) ter na sua vida?
10. ____ (gostar) de começar com uma oração.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. José Smith sabia que Deus ***responderá** à sua oração.
   Joseph Smith knew God would answer his prayer.
2. Se você fosse José Smith, que ***dizeria** a Deus?
   If you were Joseph Smith, what would you say to God?
3. Quando vivia com os meus pais, ***oraríamos** todos os dias.
   When I lived with my parents, we would pray every day.
4. Os profetas testificaram que Cristo ***virá** ao mundo.
   The prophets testified that Christ would come to the earth.
5. Alma ensinou que Cristo ***superia** a morte.
   Alma taught that Christ would overcome death.
6. Você ***leria** este livro.
   You should read this book.
7. Se você ***lerias**, encontraria respostas.
   If you would read, you would find answers.
8. Todos os dias a minha mãe me ***diria** que me amava.
   Every day my mother would tell me she loved me.

E. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Como este conhecimento influenciaria a sua vida?
2. Seria lá às doze se passássemos pela sua casa.
3. Deveríamos ter mais fé do que temos.
4. Néfi profetizou que Cristo nasceria 600 anos no futuro.
5. Se entendesse a verdade, o que faria?
6. Paulo profetizou que haveria uma apostasia.
7. Se soubesse que Deus lhe daria uma resposta, oraria?
8. O que faria para receber este conhecimento?
9. Eu fazeria se soubesse que era certo.
10. Deus nos dá tudo que tem, se nós permitíssemos.
11. Gostaríamos de lhe ensinar amanhã.
12. Poderás ler esta escritura?
13. Se prestamos mais atenção, receberíamos mais orientação.
14. Quando me batizou prometi que seria um testemunho de Deus em todos momentos.

F. *Pregar Meu Evangelho* Activity

Complete the personal study activity on page 192 of *Pregar Meu Evangelho*. Write down what you would do in the situation given and go over your answers with your companion. Together with him or her, come up with other hypothetical situations and write down how you would respond to each one.

G. Scripture Activities

1. Read Mosiah 15:19. This verse talks about what would happen if there were no redemption. Write down the consequence given in the verse. Check your answer. Then write as many other consequences as you can following the same pattern. Focus on your use of the conditional and have your companion check your sentences after you finish.

2. Read 2 Ne. 3:5–6. Write down all the conditional verbs. What use of conditional are these verses a good example of? Check your answers.

H. Language Study Plan Activities

1. "Learn grammar," bullet 2. Create sentences using the conditional for a lesson you will be teaching today and practice using them with your companion.

2. "Actively listen," bullet 3. Listen for when and how native speakers use conditional. Consider how they use it differently than you and set goals to help you use the conditional more like a native.

3. “Memorize vocabulary and phrases,” bullet 6. Read through some of the scriptures that you frequently share with investigators and find some that use the conditional. Memorize the scriptures and practice sharing them with your companion. Follow the guidelines for sharing scriptures in chapter 10.

Conjunctions

Examples from *Vocabulary and Phrases*

The Lord promises to help us **if** we ask Him.	O Senhor promete nos ajudar **se** lhe pedimos.
We know **that** the Lord will strengthen you.	Sabemos **que** o Senhor vai fortalecê-lo.
Will you try again to pray **and** ask God?	Tentará outra vez orar **e** perguntar a Deus?
After the anointing, one **or** more priesthood holders will lay their hands on your head.	Depois da unção, um **ou** mais portadores do sacerdócio vão colocar as mãos sobre a sua cabeça.

Explanation

A **conjunction** is a word used to connect ideas. Here are some Portuguese conjunctions and rules for using them:

	Conjunctions	Meaning	Examples
39a	**E**	*E* means ***and***.	Os profetas ensinam **e** testificam. *Prophets teach **and** testify.*
			A mensagem dos profetas é de grande valor **e** importância. *The message of the prophets is of great value **and** importance.*
39b	**OU**	*Ou* means ***or*** or ***either***.	Esta mensagem da restauração **ou** é verdadeira **ou** não. *This message of the Restoration is **either** true **or** it isn't.*
			Rejeitar um princípio **ou** ordenança leva à apostasia. *Rejecting a principle **or** ordinance leads to apostasy.*
39c	**NEM**	*Nem* means ***neither***, ***nor***, or ***or*** in negative sentences.	Às vezes a gente não escuta **nem** aceita os profetas. *Sometimes people don't listen to **or** accept the prophets.*
			Durante uma apostasia, Deus não chama **nem** profetas **nem** apóstolos. *During an apostasy, God calls **neither** prophets **nor** apostles.*
39d	**MAS**	*Mas* means ***but***.	Deus nos ensina, **mas** não nos obriga a obedecer. *God teaches us, **but** He doesn't force us to obey.*
			Deus chama profetas, **mas** a gente não sempre aceita a sua mensagem. *God calls prophets, **but** the people don't always accept their message.*
39e	**COM**	*Com* means ***with.***	Deus nos abençoa **com** o Seu Espírito. *God blesses us **with** His Spirit.*
			Deus nos mandou à terra para viver **com** as nossas famílias. *God sent us to the earth to live **with** our families.*
39f	**SEM**	*Sem* means ***without.***	Não podemos voltar a Deus **sem** a expiação de Cristo. *We can't return to God **without** the Atonement of Christ.*
			Sem obedecer os mandamentos, não podemos ser dignos. ***Without** obeying the commandments, we can't be worthy.*
39g	**QUE**	*Que* is most frequently translated as ***that***. (In English, it is sometimes optional to use *that*, but *que* is **never dropped** in Portuguese.)	Eu sei **que** Deus chama profetas. *I know (**that**) God calls prophets.*
			Os profetas ensinam **que** devemos seguir a Deus. *The prophets teach **that** we should follow God.*
39h	**SE**	*Se* means ***if*** or ***whether***.	**Se** seguirmos aos profetas, receberemos bênçãos. ***If** we follow the prophets, we receive blessings.*
			Não sabemos **se** ir ou não. *We don´t know **whether** to go or not.*
39i	**PORQUE**	*Porque* means ***because***.	Não bebemos bebidas alcoólicas **porque** é contra os mandamentos. *We don't drink alcoholic beverages **because** it's against the commandments.*
			Seguimos a Cristo **porque** Ele é o nosso salvador. *We follow Christ **because** He is our savior.*

Cause

Activities (see answers on p. 218)

A. Translation

On a separate sheet of paper, write the correct conjunction that would be used to translate the bolded word. Check your answers.

1. We're here to learn **and** grow.
2. We should read **and** pray.
3. I know **that** the Church is true.
4. Christ didn't come to condemn the world, **but** to save it.
5. God blesses us **if** we obey.
6. There were no prophets **or** apostles.
7. We shouldn't fear **or** doubt.
8. God is merciful, **but** also just.
9. Feelings from the Spirit are quiet **but** powerful.
10. Ether taught **that** our weaknesses could become strengths.
11. We feel remorse **or** godly sorrow.
12. We shouldn't feel depressed **or** discouraged.
13. **Neither** you nor I can save ourselves.
14. We **either** accept **or** reject the covenant.
15. **If** you pray, God will listen.
16. We should pray not just for our friends, **but** also for our enemies.

B. Fill in the Blank

On a separate sheet of paper, write the conjunction that would complete each sentence. Check your answers.

1. José Smith viu Deus ___ (*and*) Jesus Cristo.
2. O que se sente quando lê as escrituras ___ (*or*) ora?
3. Podemos escolher obedecer ___ (*or*) desobedecer.
4. Deus responderá ___ (*if*) você orar com fé.
5. Não era uma voz forte ___ (*but rather*) uma voz mansa.
6. No Jardim Adão e Eva não sentiam alegria ___ (*nor*) dor.
7. Noé pregou o evangelho, ___ (*but*) a gente o rejeitou.
8. Sei ___ (*that*) que o meu companheiro disse a verdade.
9. Éramos filhos ___ (*and*) filhas espirituais de Deus.
10. ___ (*If*) nos arrependermos, Deus nos perdoará.
11. Deus sabia ___ (*that*) passaríamos por dificuldades.
12. Deus não nos obriga a obedecer, ___ (*but*) nos convida.

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Deus tem um corpo perfeito ***ou** imortal.
   God has a perfect and immortal body.
2. A verdade não muda com o tempo, ***se** é a mesma.
   Truth doesn't change with time, but is the same.
3. A fé não é apenas acreditar, ***que** também agir.
   Faith is not just believing, but also acting.
4. Adão e Eva não tinham tristeza ***ou** dor no Jardim.
   Adam and Eve didn't have sorrow or pain in the garden.
5. Cristo disse ***nenhuma** das igrejas era verdadeira.
   Christ said none of the churches was true.
6. Não oramos com vãs repetições, ***porque** do coração.
   We don't pray with vain repititions, but from the heart.
7. A luz de Cristo não é uma pessoa, ***com** uma influência.
   The light of Christ isn't a person, but an influence.
8. Você sabe * a igreja é verdadeira.
   You know the Church is true.
9. Às vezes a gente rejeita os princípios ***nem** ordenanças.
   Sometimes people reject the principles or ordinances.
10. Preste atenção aos seus pensamentos ***nem** impressões.
    Pay attention to your thoughts and impressions.

Cause

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Podemos aceitar ou rejeitar o evangelho.
2. Não devemos fazer ou dizer nada que ofenda Deus.
3. Ligará e convidará o seu amigo?
4. Não há outro nome nem caminho além do de Cristo.
5. Alma disse devemos ser humildes.
6. Os profetas sabiam Jesus Cristo viria.
7. Cristo não estava no sepulcro, mas havia ressuscitado.
8. Esta vida é uma oportunidade e uma bênção.

9. A obediência não é uma carga, mas uma bênção.
10. Quais bênçãos recebem pela sua fé ou obediência?
11. Algumas pessoas não acreditavam em Jesus Cristo ou nos Seus ensinamentos.
12. Como se sente que Deus o ama?
13. Podemos seguir a Deus ou outras influências.
14. Nossa mensagem não é de nós, mas de Deus.
15. Não nos arrependemos apenas uma vez, mas nos arrependemos toda a nossa vida.
16. Cristo expiou e fez possível o arrependimento.

E. Scripture Activity

For each of the conjunctions listed below, read the scripture given and note how the conjugation is used. Then practice teaching the scripture to your companion as if he or she were one of your investigators. Get feedback on your use of conjunctions.

Nem:	2 Ne. 2:11	**Se:**	Lucas 11:11
Ou:	1 Ne. 14:7	**Que:**	JS—H 1:33–34
E:	2 Ne. 9:9–10		
Mas:	JS-H 1:8		

F. Language Study Plan Activities

1. "Learn grammar," bullet 3. As you read your scriptures, *Pregar Meu Evangelho*, and other materials in Portuguese, pay attention to how conjunctions are used. Focus especially on *nem* and *que* because they work differently than their English counterparts.
2. "Memorize vocabulary and phrases," bullet 6. Memorize one of the scriptures from activity E or one of your own choosing that uses conjunctions. Be able to teach your scripture using the principles from chapter 10.
3. "Actively listen," bullet 3. Listen to how natives use conjunctions, especially for set phrases or constructions. Imitate these in your own speech.

Review: Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and answering questions of cause and effect

- Conditional
- *If/Would* Clauses
- Conjunctions

Activities (see answers on p. 218)

A. Error Correction
On a separate sheet of paper, rewrite the paragraph below, correcting the eight errors in it. Check your answers.

Deus preparou um plano por todos os Seus filhos poderem ir à terra para aprender ou progredir. Contudo, não poderíamos progredir se não temos provas. Estas provas não são um castigo, mas uma oportunidade de desenvolver mais fé em Deus. Deus sabia que temos que passar por estas situações, por isso ele nos deu a oração para que podemos nos comunicar come ele. Deus está disposto a nos ajudar porque o amor que Ele tem para nós. Sou grato pela oração e sei que não poderias vencer as minhas provas sem a oportunidade de orar ao meu Pai Celestial.

B. Error Correction
On a separate sheet of paper, rewrite the paragraph below, correcting the eight errors in it. Check your answers.

Sou muito grato pelo arrependimento. Deus nos dá a oportunidade de nos arrepender porque o Seu amor por nós. Cristo sofreu pelos nossos pecados para nós não temos que sofrer. Não poderíamos ser limpos sem Jesus Cristo. Não podemos nos arrepender a menos que sermos humildes e reconhecemos que pecamos. Confessamos todos os nossos pecados a Deus para que Ele nos perdoar, e confessamos os pecados mais graves aos nossos líderes para que eles nos ajudar a nos arrepender. Fazemos todo o possível por corregir os problemas nos causam a pecar. O arrependimento nos ajuda a ser humildes e ter a orientação do Espírito.

C. Translation
On a separate sheet of paper, translate the following sentences into Portuguese. Check your answers.

1. I know this is true because I have received an answer from God.
2. If there were a prophet on the earth, what would you want to ask him?
3. Would you like to read?
4. Would they be baptized if they knew it were true?
5. Both the Book of Mormon and the Bible are important.
6. Would you like to say the closing prayer?
7. Either our message is true or it isn't.
8. We can't do this work without the help of the Spirit.
9. What is your relationship with Heavenly Father?
10. What would Jesus do in that situation?

D. Companion Activity
Talk with your companion about the questions and concerns that you have encountered when commiting investigators to live certain commandments (e.g., tithing, chastity, Word of Wisdom, baptism....) and how you resolved those doubts. Reenact the conversation with your companion and use *If/Would* sentences to better understand their doubt (e.g., *If you could quit smoking, would you be baptized?*). Also focus on using conjunctions correctly. Get feedback on how well you used these grammar principles.

E. *Preach My Gospel* Activity
Go through the principle "Vida Pré-Terrena: O Propósito e o Plano de Deus para Nós" in *Pregar Meu Evangelho* and write down all the phrases that use conjunctions. Then change the sentences into your own words and create a lesson plan for this principle. Talk about why it's important for investigators to understand where we came from. Teach the principle to your companion as if he or she were one of your investigators and get feedback on how well you used these principles.

F. Scripture Activity

Read 2 Nephi 2:22–23 and write down all the phrases with condition and *if/would* sentences. Check your answers. Then write a paragraph about the Fall and what would have happened if Adam had not fallen. Underline all the conditional verbs and all the *if/would* clauses in your paragraph and have a native speaker check them. Then teach what you wrote to the native speaker as if he or she were one of your investigators. Get feedback on your teaching.

G. Writing Activities

1. Choose one of the following cause/effect topics and write a paragraph about it. Underline the grammar principles covered in this section in your paragraph and have a native speaker check it.
   - How would your life be different if you hadn't had the gospel in your life?
   - Which missionary from the scriptures would you like to serve with and how would be your mission if you served with that companion?

Asking and answering questions of **Judgment, Doubt, Emotion, Possibility, and Influence**

Purpose

This function will help you talk about what someone wishes, feels, doubts, or thinks will happen; for example, what God wants us to do, or what true repentance requires us to do. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- If I understand what you're saying, you doubt that a 14-year-old boy **could** see God? (Present Subjunctive: Forms)
- God **wants us to be** happy. (Present Subjunctive: Noun Clauses)
- Will you pray to find **someone that is ready** to hear the gospel? (Present Subjunctive: Adjective Clauses)
- We pray **so that we can** draw closer to God. (Present Subjunctive: Adverb Clauses)
- God **commanded** Adam and Eve **not to eat** the fruit. (Past Subjunctive)
- If an investigators follows through with a commitment, what will happen (Future Subjunctive)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- God Is Our Loving Heavenly Father (What does God want us to do/be?)
- Agency and the Fall (What did God command Adam and Eve to do/not do?)
- The Atonement (What is necessary in order for us to take full advantage of the Atonement?)
- Resurrection, Judgment, and Immortality (Who receives eternal life/immortality?)
- Kingdoms of Glory (Who goes to each kingdom? Those that ___ go to the celestial, terrestrial, telestial.)
- Through Christ We Can Be Cleansed from Sin (What are we required to do to be clean?)
- Pray Often (What should we ask God for when we pray?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Help People Resolve Their Concerns (What do they doubt and feel?)
- Offer a Prayer (What do I ask God for when I pray?)
- Perform Priesthood Ordinances (What additional blessings does God want bestowed upon them?)

Present Subjunctive: Forms

Examples from *Vocabulary and Phrases*

The Lord wants you to **know** that He loves you.	O Senhor quer que **saiba** que o ama.
When **we are resurrected**, we will be judged.	É importante que **oremos** com fé.
God expects us to **obey** Him.	Deus espera que o **obedeçamos**.
I ask thee to **bless** my companion.	Eu Te peço que a**bençoes** meu companheiro.

Explanation

40a

To conjugate verbs in the present subjunctive:

1. Take the infinitive verb.

orar

2. Drop the infinitive ending.

or-

3. Add the subjunctive ending that agrees with the subject.

ore	oremos
ores	oreis
ore	orem

Use the following endings to conjugate *-ar*, *-er*, and *-ir* verbs in the present subjunctive:

-ar

-e	-emos
-es	-eis
-e	-em

-er/-ir

-a	-amos
-as	-áis
-a	-an

Note: Notice that in present subjunctive, *–ar* verbs use present-tense *–er* endings; *–er* and *–ir* verbs use present-tense *–ar* endings. So, the endings are **switched** in the present subjunctive.
Also, note that the *eu* form is the same as the *você* form.

Irregular *Eu* Form in Present Tense

40b

Most verbs that have an irregular stem in the *eu* form of the present indicative keep the same irregularity in **all** forms of the present subjunctive.

ter

tenha	tenhamos
tenhas	tenhais
tenha	tenham

dizir

diga	digamos
digas	digais
diga	digam

obedecer

obedeça	obedeçamos
obedeças	obedeçais
obedeça	obedeçam

Other examples include: conhecer (**conheça**), vencer (**vença**), fazer (**faça**), ouvir (**ouça**), por (**ponha**), trazer (**traga**), vir (**venha**), ver (**veja**).

Completely Irregular

40c

Verbs that do not end in *–o* for the *eu* form in the present indicative are irregular in most forms in the present subjunctive. Note the accent marks on some forms of *dar* and *estar*.

ir

vá	vamos
vás	vades
vá	vão

ser

seja	sejamos
sejas	sejais
seja	sejam

saber

saiba	saibamos
saibas	saibais
saiba	saibam

haver

haja	hajamos
hajas	hajais
haja	hajam

estar

esteja	estejamos
estejas	estejais
esteja	estejam

dar

dê	demos
dês	deis
dê	dêem

Spelling Changes

40d

When conjugated in present subjunctive, some verbs change spelling to preserve the original sound of the verb. For example:

bus**c**ar	→	bus**qu**e	a**g**ir	→	a**j**a
che**g**ar	→	che**gu**e			
come**ç**ar	→	come**c**e			

Other examples include: dirigir (diri**j**a), distinguir (distin**g**a), proteger (prote**j**a).

Activities (see answers on pp. 218–219)

A. Conjugation

Conjugate each of the verbs below in the present subjunctive on a separate sheet of paper. Check your answers.

Regular

falar	receber	ensinar	ler
ajudar	orar	aceitar	estudar

Irregular *Eu* Form in Present Tense

fazer	ter	vir	dizer
seguir	pôr	pedir	ouvir

Completely Irregular

ir	ser	saber	haver
estar	dar		

Spelling Changes

buscar	começar	dirigir	proteger
chegar	agir	distinguir	obedecer

B. Fill in the Blank

On a separate sheet of paper, write the present subjunctive conjugation that would complete each sentence. Check your answers.

1. Deus quer que (nós) ___ (ser) felizes.
2. Espero que o seu amigo ___ (aceitar) o evangelho.
3. Deus quer que os Seus filhos ___ (voltar) para viver com Ele.
4. Deus chama profetas para que (eles) ___ (revelar) a verdade.
5. Jesus deseja que (vocês) ___ (ter) fé nele.
6. É importante que (nós) ___ (saber) estes princípios.
7. Nós ensinamos para que (você) ___ (aprender).
8. As escrituras nos mandam que (nós) ___ (pedir) com fé.
9. É importante que (vocês) ___ (perseverar) até o fim.
10. É importante que (eu) ___ (receber) uma resposta.
11. É necessário que você ___ (batizar-se).
12. O que o Senhor quer que (eu) ___ (fazer)?
13. É essencial que (nós) ___ (orar) diariamente.
14. Espero que (nós) ___ (ser) abençoados.
15. Você pode se batizar quando ___ (estar) preparado.
16. A Expiação faz possível que (você) ___ (arrepender-se).

C. Error Correction

Some of the subjunctive forms below are correct and some are not. If there is an error, write down or say the correct form to your companion and check your answers with those in the answer key.

1. aprender—aprendemos
2. ir—vá
3. haver—há
4. dormir—durmamos
5. dizer—diga
6. pôr—ponha
7. sentir—sinta
8. sentar—sente
9. orar—oramos
10. pedir—pedamos
11. entender—entenda
12. arrepender-se—nos arrependamos

Emotion

D. Scripture Activity

Write down all of the present subjunctive verbs contained in each of the scriptures below. Check your answers.

Mosiah 3:19

D&C 20:77

João 3:16

E. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 7. Memorize some of the scriptures from activity D and practice using them to teach the principles they contain to your companion.
2. "Memorize vocabulary and phrases," bullet 3. Create flashcards with the present subjunctive verb conjugations that you do not know well. Memorize the conjugations and look for examples in your Portuguese materials and when natives speak.

Present Subjunctive: Noun Clauses

Examples from *Vocabulary and Phrases*

We ask thee to bless the prophet.	Nós Te **pedimos que abençoes** o profeta.
We hope that you have a good experience at church.	**Esperamos que tenha** uma experiência boa na igreja.
Heavenly Father **wants us to become** like Him.	Nosso Pai Celestial **quer que nos tornemos** como Ele.
The Atonement **makes it possible for us to return** to God.	A Expiação **faz possível que regressamos** para Deus.

Explanation

The **indicative** mood is used to show reality in expressing objective statements and questions. Portuguese has another mood, called the **subjunctive**, which is used to show things that are not real or that are subjective.

The Subjunctive in Noun Clauses

41a A **noun clause** is a group of words that all together acts like a noun. That means that, like a noun, it can be the subject of a sentence or receive the action of a verb. Consider the following sentence:

Deus **deseja** que **<u>façamos</u>** boas decisões.
God desires that we make good decisions.

Desejar is the main verb in this sentence and it requires the subjunctive (*façamos*) in the dependent noun clause that follows it. The phrase *that we make good decisions* acts like a noun; it's what God desires.

To use the subjunctive you need the following things.

1. An independent clause expressing certain ideas as explained below (*Deus **<u>deseja</u>*** / **God desires**)
   A dependent clause introduced by *que* (… *que **<u>façamos</u>** boas decisões* / … **that we make good decisions**)

2. The subjunctive usually requires a subject change between the verbs in the two clauses (*Deus* and *nós*). If the subject doesn't change, then the verb in the second or dependent clause usually stays in the infinitive (*Quero fazer boas decisões.* / **I want to make good decisions**.).

When to Use Subjunctive in a Noun Clause

The subjunctive is used in the dependent noun clause when the verb in the independent or main clause expresses:

Influence: desire/wish, recommendation/suggestion, and command

41b Influence can be shown by:

- Expressing a desire or a wish for someone to do something (*We hope that you read this book.*)
- Recommending or suggesting that someone do something (*We recommend that you read this book.*)
- Telling someone what you want them to do (*We want you to read this book.*)

Some common verbs in the independent clause that trigger the subjunctive in the dependent clause are:

Desire/Wish	Recommendation/ Suggestion	Command
desejar *(to desire)* esperar (*to wish/hope)* preferir (*to prefer*) querer (*to want*)	aconselhar (*to advise*) recomendar (*to recommend*) rogar (*to beg*) sugerir (*to suggest*) é essencial (*it's essential*) é importante (*it's important*) é melhor (*it's better*) é necessário (*it's necessary*) é preciso (*it's necessary*) é urgente (*it's urgent*)	deixar (*to allow*) exortar a (*to exhort*) exigir (*to require*) mandar (*to order*) pedir (*to ask*) permitir (*to permit*) proibir (*to prohibit*)

Examples:

Queremos que você **<u>leia</u>** este livro.
We want you to read this book.

Espero que João **<u>ore</u>** hoje à noite.
I hope (that) Juan prays tonight.

<u>Note</u>: that the bottom half of the Recommendation/Suggestion column includes impersonal expressions in which the verb *ser* is conjugated in the third person.

Emotion

Doubt, uncertainty, disbelief, and denial

41c

The subjunctive is used in a dependent clause after verbs or expressions that indicate doubt, uncertainty, disbelief, or denial in the independent clause. The indicative is used when certainty is communicated. Some common examples are:

Doubt, Uncertainty, Disbelief, Denial *(Subjunctive)*	**Confidence, Certainty, Belief, Affirmation** *(Indicative)*
não acreditar/crer (*to not believe*)	acreditar/crer (*to believe*)
duvidar (*to doubt*)	saber (*to know*)
não ter certeza (de) (*to be unsure of*)	ter certeza (de) (*to be sure of*)
negar (*to deny*)	não negar (*not to deny*)
não pensar/achar (*not to think*)	pensar/achar (*to think*)
é duvidoso (*it's doubtful*)	é verdade (*it's true*)
não é claro (*it's clear)*	é claro (*it's clear*)
não ter certeza (it's not sure)	
não é verdade (*it's not true*)	

Examples:

Duvido que **tenhamos** cartas.
I doubt (that) we have letters.

É verdade que **temos** cartas.
It's true (that) we have letters.

Note: that the bottom half of the columns include impersonal expressions in which the verb *ser* is conjugated in the third person.

Opinion and value judgment

41d

The subjunctive is used in a dependent clause after verbs or expressions that give an opinion or value judgment. These expressions are impersonal (*It's good that, It's important that,* etc.), so the verb in the independent clause is always conjugated in the third person. If these expressions show certainty, the indicative is used. Some common examples are:

Opinion or Value Judgment *(Subjunctive)*	**Truth or Certainty** *(Indicative)*
é bom (*it's good*)	é verdade (*it's true*)
é ótimo (*it's stupendous*)	é evidente (*it's obvious*)
é estranho (*it's strange*)	é óbvio (*it's obvious*)
é importante (*it's important*)	é claro (*it's clear*)
é incrível (*it's incredible*)	
é (uma) pena (*it's a shame*)	
é mal (*it's bad*)	
é necessário (*it's necessary*)	
é normal (*it's normal*)	
é natural (*it's natural*)	
é supreendente (*it's surprising*)	
é vergonhoso (*it's embarrassing*)	

Examples:

É importante que **ensinemos** com poder.
It's important that we teach with power.

É verdade que a fé **é** essencial.
It's true that faith is essential.

Activities (see answers on pp. 219–220)

A. Fill in the Blank

On a separate sheet of paper, complete the following sentences by writing the correct conjugation of the verb given in parentheses. Decide whether each sentence needs subjunctive or not. Check your answers.

1. João quer que os seus irmãos também ____ (receber) o evangelho.
2. O bispo deseja que (nós) ____ (jejuar) pelos investigadores.
3. Nós Te rogamos que nos ____ (dar) o Teu Espírito ao ensinarmos.
4. É necessário que (você) ____ (estudar) para aprender.
5. É ótimo que (você) ____ (aplicar) o que aprende.
6. É bom que um missionário ____ (buscar) maneiras de melhorar.

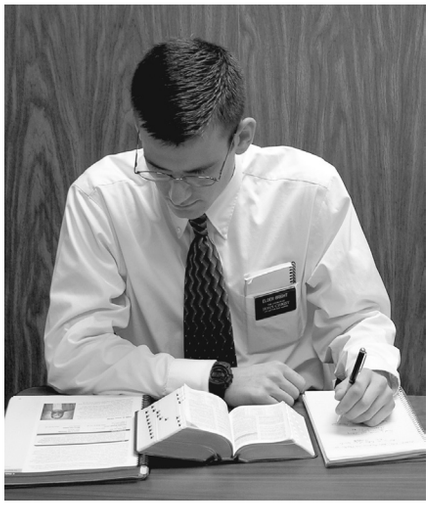
7. É importante que (vocês) se ____ (esforçar) para cumprir com o seu desejo de aprender.
8. Os profetas aconselham que (nós) ____ (estar) prontos para emergências.
9. Sugerimos que ____ (começar) a ler o Livro de Mórmon desde o princípio.

B. Identify the Subjunctive

Identify the subjunctive triggers. Explain what category they come from (influence, doubt, emotion, or value judgment). Check your answers.

1. Recomendamos que esteja atento ao Espírito.
2. É muito provável que tenhamos uma entrevista amanhã.
3. Queremos que possa ser feliz junto com a sua família.
4. É estranho que Maria não esteja na sua casa hoje.
5. É bom que tenha tanta energia para servir aos outros.
6. É importante que você guarde os mandamentos.
7. Duvido que tenhamos uma reunião amanhã.
8. Deus quer que voltemos a viver com Ele.
9. É essencial que esteja lendo o Livro de Mórmon.
10. É necessário que escutemos aos profetas.
11. O Senhor Magalhães não acredita que a sua esposa tenha dúvidas sobre o evangelho.
12. Esperamos que possa sentir o Espírito durante nossa lição.

C. Create Sentences



Write down eight sentences that use subjunctive to express **influence** by using the following words. Make sure that the sentences that you come up with are related to current situations that have to do with your investigators. Then use these sentences to discuss your investigators with your companion.

1. esperar
2. sugerir
3. é necessário
4. preferir
5. é importante
6. pedir
7. recomendar
8. é melhor

Write down eight sentences that use subjunctive to express **doubt and uncertainty** by using the following words. After this activity, talk to your companion and share with him your doubts about your investigators, or doubts your investigators may have.

9. não acreditar
10. não achar
11. negar
12. duvidar
13. não é claro
14. não é verdade
15. não tenho certeza
16. é duvidoso

Using the explanation and subjunctive triggers, write down eight sentences that use subjunctive to express **opinion and value judgment** by using the following words. Think of sentences that you could say to an investigator you are currently working with and practice them with your companion.

25. é bom
26. é incrível
27. é normal
28. é estranho
29. é uma pena
30. é supreendente
31. é importante
32. é necessário

D. Companion Activity

With the help of your companion, talk about the following topics that require the use of the subjunctive mood.

1. Explain what God wants His children to do, what He wants your companion and you to do.
2. Explain why it is important to live the commandments.
3. Why is it essential that we study Portuguese every day?
4. Why is it better to study the Book of Mormon along with the Bible?
5. Explain why you do not doubt that the best investigators in your teaching pool progress.

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Deus ***nos quer voltar** a Ele.
   God wants us to return to Him.
2. Não acredito que ***temos** mais panfletos.
   I don't think we have any more pamphlets.

3. O que ***me quer fazer**?
   What do you want me to do?
4. Pedimos a Deus que nos ***ajuda**.
   We ask God to help us.
5. Não tenho certeza de que ela ***está** doente.
   I am not sure that she is sick.
6. Creio que o Irmão Pires ***more** aqui.
   I think that Brother Pires lives here.
7. É importante que ***lemos** as escrituras.
   It's important that we read the scriptures.
8. Não quero ***ele fazer** isso.
   I don't want him to do that.
9. É verdade que ***precisemos** orar.
   It's true that we need to pray.
10. Espero que ***vem** à igreja.
    I hope that he comes to church.

Do Something More

Think of any examples of when you have made similar mistakes in your own speech. For each of the sentences that you didn't get right, write out five sentences that would demonstrate the correct use of the grammar. Focus those sentences on teaching situations that you have coming up.

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Não acho que devemos gastar muito tempo pelo almoço.
2. Maria duvida que o Livro de Mórmon é verdadeiro.
3. É importante que o Pedro e a Joana estude as escrituras como família.
4. É bom que esteja estudando as escrituras com a sua família.
5. Espero que o Élder Ferreira seja um bom companheiro.
6. Deus nos quer estar limpos.
7. Esperamos que tem ânimo para se batizar.
8. Então, é necessário que viverei a Palavra de Sabedoria.
9. Esperamos que assistirá à igreja conosco este domingo.
10. Temos certeza de que O Senhor ouve as suas orações.
11. Não achamos que Alberto virá à nossa visita.
12. Nós Te pedimos que nos dás paciência com português.
13. É bom que todos guardarão os mandamentos.
14. É melhor que assista o templo com a sua família.

G. Language Study Plan Activities

1. "Learn grammar," bullet 2. Think of the activities you have planned for today and how present subjunctive in noun clauses fits into them. Write down as many sentences as you can using present subjunctive. Have your companion or a native speaker check your sentences and role play the situations in which you will use them.
2. "Actively listen," bullet 1. Listen carefully for when natives use the present subjunctive in noun clauses. Try to anticipate when natives will use present subjunctive. Write down when natives use subjunctive when you wouldn't have and vice versa.
3. "Memorize vocabulary and phrases," bullet 7. Find simple statements that use present subjunctive in noun clauses in the *Missionary Vocabulary and Phrases* book, *Pregar Meu Evangelho,* the brochures, etc. Memorize the statements and find other ways to express the same ideas.

Present Subjunctive: Adjective Clauses

Examples from *Vocabulary and Phrases*

We would like to come by to answer <u>any</u> questions you **may have**.	Gostaríamos de passar e responder a <u>qualquer</u> pergunta **que tenha**.
Those who **receive** celestial glory will live with their family.	<u>Aqueles</u> que **recebam** a glória celestial vão viver com a sua família.
Those who **repent** and **are** obedient will live in the celestial kingdom.	<u>Os</u> que **se arrependam** e **sejam** obedientes viverão no reino celestial.

Explanation

42a Adjective Clauses

An **adjective clause** is a phrase that acts like an **adjective**; it's a clause that describes someone or something (the antecedent) in the main clause of the sentence.

Examples:

O homem <u>alto</u> *The tall man*	→	(**<u>alto</u>** describes **o homem**)
O homem <u>que tem um livro</u> *The man that has a book*	→	(the clause **<u>que tem um livro</u>** describes **o homem**)

The word *alto* is an adjective; the phrase *que tem um livro* is an adjective clause.

42b The Subjunctive in Adjective Clauses

The subjunctive is used in the following instances.

Describing unknown or uncertain people or objects

The subjunctive is used when describing people or objects whose existence is either unknown or uncertain. However, when talking about people or objects that the speaker knows exist (a factual situation), the indicative is used.

Subjunctive		Indicative
Quero um companheiro **que trabalh<u>e</u> duro**. *I want a companion who works hard.* (The companion is not anyone specific; it could be any missionary who works hard.)	→	Meu companheiro é um missionário **que trabalh<u>a</u> duro**. *My companion is a missionary who works hard.* (The speaker knows that his companion exists.)
Quero um livro **que <u>seja</u> interessante**. *I want a book that is interesting.* (Any interesting book will do.)	→	Tenho um livro **que <u>é</u> interessante**. *I have a book that is interesting.* (The speaker knows that this book exists.)
Estou procurando uma escritura **que fal<u>e</u> da fé**. *I'm looking for a scripture that talks about faith.* (Any scripture about faith will do.)	→	Estou lendo uma escritura **que fal<u>a</u> da fé**. *I'm reading a scripture that talks about faith.* (The speaker knows this scripture about faith exists.)

42c With negative words indicating nonexistence

When negative words such as *ninguém*, *nada*, and *nenhum* are used to indicate the nonexistence of a person or object in an adjective clause, then the adjective clause that follows is always in the subjunctive.

Examples:

Não há **ninguém** que **<u>seja</u>** perfeito. *Nobody's perfect.*	→	The antecedent is someone who doesn't exist.
Não há **nada** que **<u>possa</u>** fazer. *There's nothing that he can do.*	→	The antecedent is something that doesn't exist.

Examples:

Procuramos **uma pessoa** que **<u>fale</u>** bem. *I'm looking for a person who speaks well.*
Não conheço **ninguém** que **<u>more</u>** ali. *I don't know anyone that lives there.*

Emotion

Activities (see answers on p. 220)

A. Fill in the Blank

On a separate sheet of paper, write the correct conjugation to complete each sentence. Pay special attention to whether or not the subjunctive should be used. Check your answers.

1. Procuramos um membro que ___ (poder) nos acompanhar.
2. Leremos este capítulo que ___ (falar) da fé.
3. A gente que ___ (perseverar) até o fim será salva.
4. Podem nos ligar com qualquer dúvida que ___ (ter).
5. Quando os profetas falam na Conferência Geral, ouve as palavras que (eles) ___ (dizer).
6. As pessoas que ___ (pagar) o seu dízimo recebem bênçãos.
7. Tenho uma passagem que ___ (ensina) sobre o arrependimento.
8. Queremos ter um lar onde o Espírito ___ (morar).
9. Durante uma apostasia não há ninguém que ___ (ter) autoridade.
10. Conhecem alguém que ___ (ter) interesse em ouvir a nossa mensagem?

B. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Não há ninguém que ***tem** autoridade numa apostasia.
   There isn't anybody that has authority in an apostasy.
2. Há algo que ***podemos** fazer por vocês?
   Is there anything we can do for you?
3. Conhecem alguém que ***quer** nos ouvir?
   Do you know anyone that wants to listen to us?
4. Esse não é um lugar em que o Espírito ***pode** estar.
   That isn't a place where the Spirit can be present.
5. Os profetas são homens que ***tenham** autoridade.
   Prophets are men that have authority.
6. Vamos ler esta passagem que ***fale** do arrependimento.
   We're going to read this passage that talks about repentance.
7. Esta é uma história que ***ensine** sobre a fé.
   This is a story that teaches about faith.
8. Há alguma dúvida que ***tem** à respeito do batismo?
   Are there any questions that you have about baptism?

C. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Não há ninguém que é perfeito.
2. Quero encontrar uma passagem que fala da obediência.
3. Sou grato pelas bênçãos que tenha.
4. Entende os princípios que ensinamos?
5. Os apóstolos são homens que testifiquem de Cristo.
6. Preste atenção aos sentimentos que tem quando lê.
7. Há algo que precisem?
8. Não há nada que não podemos fazer com a ajuda de Deus.
9. Temos uma lição que trata dos Dez Mandamentos.
10. Precisamos fazer as coisas que Deus nos manda.
11. Têm amigos que desejam saber mais da Igreja?
12. Essa é uma historia que eu gosto muito.

D. Companion Activity

Go through the commitments in each lesson with your companion and create sentences that use the subjunctive in adjective clauses to discuss the blessings that people who keep the commitment will receive (e.g., *A gente que guarde a Palavra de Sabedoria receberá maior saúde e grandes tesouros de conhecimento*). Pick some promises that you can discuss with investigators in upcoming lessons.

E. Language Study Plan Activities

1. "Learn grammar," bullet 1. Look carefully to find examples of adjective clauses that use subjunctive as you read in Portuguese. Pick out phrases that you can use while teaching.
2. "Improve your ability to read and write," bullet 1. Have your English and Portuguese scriptures side by side. As you read in English, try to predict where the subjunctive would be used in Portuguese in adjective clauses. Use your Portuguese scriptures to check your answers.
3. "Actively listen," bullet 3. Listen carefully for when natives use subjunctive in adjective clauses. Try to predict when they will use subjunctive. Write down phrases you hear that you can use when speaking and teaching.

Present Subjunctive: Adverb Clauses

Examples from *Vocabulary and Phrases*

Keep going **until you reach** the intersection.	Continue **até que chegue** ao cruzamento.
God calls prophets **to testify** of Jesus Christ.	Deus chama profetas **para que testifiquem** de Jesus Cristo.
Unless we are resurrected, we cannot live with God.	**A menos que ressuscitemos**, não podemos viver com Deus.
Without being baptized, you cannot receive the Holy Ghost.	**Sem que se batize,** você não pode receber o Espírito Santo.

Explanation

Adverb Clauses

An **adverb clause** is a phrase that acts like an **adverb**; it's a clause that tells how, when, where, or why something is done. Adverbial clauses are always introduced by a **conjunction** or word that connects to clauses. Adverbial clauses always contain the Portuguese word ***que***.

43a

Always

The following conjunctions **always** introduce an adverbial clause that contains the subjunctive:

Conjunctions	Meaning	Examples
para que	*in order that, so that*	Deus nos dá mandamentos **para que progredamos**. *God gives us commandments so that we progress.*
a menos que	*unless*	Deus não declara a sua mensajem **a menos que mande** um profeta. *God doesn't declare His message unless He sends a prophet.*
antes (de) que	*before*	Quero orar **antes (de) que** você **leia**. *I want to pray before you read.*
mesmo que	*even if*	Eu lhe darei o livro **mesmo que** não **leia** tudo. *I will give you the book even if you don't read everything.*
ainda que	*even though*	Devemos passar **ainda que** não **tenhamos** muito tempo. *We should pass by even though we don't have much time.*
a fim de que	*so that, in order that*	Oramos **a fim de que** Deus nos **dê** o Espírito. *We pray so that God will give us the Spirit.*
sem que	*without*	Não podemos voltar à presença de Deus **sem que nos arrependamos**. *We can't come back to the presence of God without repenting.*

43b

Sometimes

The following conjunctions **sometimes** introduce an adverbial clause that contains the subjunctive:

The **subjunctive** is used in an adverbial clause if what is said in the adverbial clause:
a. implies doubt or uncertainty about an action,
b. refers to an unknown or nonspecific place, thing, or idea, or
c. expresses a possibility or a conjecture.

However, the **indicative** (normal present tense) is used in an adverbial clause if what is said in the adverbial clause:
a. describes a completed action,
b. expresses a habitual action,
c. refers to a known or specific place, thing, or idea, or
d. states a fact or a real situation.

Activities (see answers on p. 220)

A. Fill in the Blank

On a separate sheet of paper, write the correct conjugation to complete each sentence. Pay special attention to whether or not the subjunctive should be used. Check your answers.

1. Devemos orar para que Deus nos ___ (abençoar).
2. Deus nos dará bençãos até que ___ (sobrepujar).
3. Esperamos que vocês nos ____(ajudar)
4. Ainda que _____(pecar), podemos ser perdoados.
5. Mesmo que não _____ (ter) muito tempo, devemos ler.
6. Por mais que _____ (estudar) português, o melhor vamos falar.
7. Obedecem a fim de que _____(receber) bênçãos.
8. Devemos ser puros para que o Espírito nos ___ (guiar).
9. Nada aconteça nas nossas vidas sem que Deus o ___ (saber).
10. Não podemos receber perdão a menos que (nós) ___ (arrepender-se).

B. Translation

Translate the following sentences using the adverb conjunctions given. Check your answers.

1. Bless us that we can have thy Spirit. (para que)
2. Pray until God answers you (sing. formal). (até que)
3. Even if it's difficult, we must obey. (mesmo que)
4. Pray that God will help you (pl. formal) obey. (para que)
5. Even though I have trials, I know God loves me. (ainda que)
6. You (sing. formal) can't do anything without God knowing. (sem que)
7. We won't receive an answer unless we have faith. (a menos que)

C. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Abençoa-nos para que ***podemos** ter o teu Espírito.
   Bless us that we can have thy Spirit.
2. Não pode ser salvo a menos que ***aceita** a Cristo.
   You can't be saved unless you accept Christ.
3. Quero que ***você fazer** a oração depois da lição.
   I want you to say the prayer after the lesson.
4. Arrependemo-nos para que Deus nos ***perdoará**.
   We repent so that God will forgive us.
5. Espero que você ***está** feliz.
   I want you to be happy.
6. Embora ele ***tem** muita fé, ainda tem dúvidas.
   Although he has a lot of faith, he still has doubts.
7. Deus quer que ***temos** muitas bênçãos.
   After you are baptized, they will confirm you.
8. Talvez ***precisamos** usar mais escrituras.
   Maybe we need to use more scriptures.

D. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Mesmo que não leia, deve sempre orar.
2. Esperamos que os pesquisadores venham à igreja.
3. Deus nos dá o Espíritu para que nos guie na nossa vida.
4. Ainda que está cansado, leia um pouco.
5. Precisa ser entrevistado para que poda ser batizado.
6. Por mais que ora, o mais Deus vai lhe dar.

E. Companion Activity

Go through each principle of the third lesson with your companion and discuss the purpose of each principle using *para que* and other adverbial conjunctions from this lesson (e.g., *precisamos ter fé para que Deus nos perdoe*). Use some of the sentences you come up with in an unpcoming lesson.

F. Scripture Activities

1. Read João 3:16–17. Write down the two phrases that use the adverb clauses discussed in this lesson. Check your answers. Memorize these verses and practice teaching them to your companion as you would teach a new investigator about the Savior's earthly ministry. Use your own phrases with adverb clauses in teaching the scripture. Get feedback from your companion on your use of subjunctive adverb clauses.

2. Go over the sacrament prayers in D&C 20:77 and D&C 20:79 and write down each subjunctive verb that is triggered by an adverbial conjunction from this lesson, as well as the conjunction that triggered it. Check your answers. Then practice using this verse to explain to an investigator what covenants we make when we take the sacrament.

G. Language Study Plan Activities

1. "Learn grammar," bullet 1. Look carefully to find examples of adverb clauses like the ones in this chapter as you read your Portuguese materials. Pick out phrases that you can use while teaching.
2. "Improve your ability to read and write," bullet 1. Have your English and Portuguese scriptures side by side. As you read in English, try to predict where the subjunctive would be used in Portuguese. Use your Portuguese scriptures to check your answers.
3. "Actively listen," bullet 3. Listen carefully for when natives use subjunctive with the conjunctions in this lesson. Try to predict when they will use subjunctive. Write down phrases you hear that you can use when speaking and teaching

Past Subjunctive

Examples from *Vocabulary and Phrases*

Satan wanted Adam and Eve to **eat** the forbidden fruit.	Satanás queria que Adão e Eva **comessem** do fruto proibido.
How would Peter react if **we invited** him to attend church?	Como reagiria Tiago se lhe **convidássemos** a assistir à igreja?
Satan wanted Adam and Eve to **sin**.	Satanás queria que Adão e Eva **pecassem**.

Explanation

The past subjunctive expresses the same ideas as the present subjunctive, but from a past context.

44a Forms: Regular

To conjugate verbs in the past subjunctive:

1. Take the third-person plural (eles) form of the verb in the preterit.

fal**aram**

2. Drop the *-ram*.

fala-

3. Add the past subjunctive ending that agrees with the subject.

fala**sse**	falá**ssemos**
fala**sses**	falá**sseis**
fala**sse**	fala**ssem**

Note: the accent on the *nós* and *vós* forms (falássemos, falásseis). This conjugation is the same for *-er, -ir,* and *-ar* verb endings.

44b Forms: Irregular

All irregular verbs and verbs with spelling changes in the third-person plural (*eles*) form of the verb in the preterit maintain that same irregularity in the past subjunctive.

			Preterit (eles)		*Past Subjunctive*	
Example:	estar	→	est**ive**ram	→	est**ive**sse	est**ivé**ssemos
					est**ive**sses	est**ivé**sseis
					est**ive**sse	est**ive**ssem

Notice the shift from present to past in the following examples.

Present Subjunctive	Past Subjunctive
Deus **quer** que **obedeçam**. *God wants them to obey.*	Deus **queria** que **obedecessem**. *God wanted them to obey.*
Cristo nos **pede** que o **sigamos**. *Christ asks us to follow Him.*	Cristo nos **pediu** que o **seguíssemos**. *Christ asked us to follow Him.*
Procuro uma escritura que **fale** da perseverança. *I´m looking for a scripture that talks about perseverance.*	**Procurava** uma escritura que **falasse** da perseverança. *I was looking for a scripture that talked about perseverance.*
Deus nos **dá** convênios para que **possamos** progredir. *God gives us covenants so that we can progress.*	Deus **deu** convênios para que **pudéssemos** progredir. *God gave covenants so that we could progress.*

Emotion

44c If/Would Statements

One important use of the past subjunctive is to express situations that are hypothetical, improbable, or completely contrary-to-fact.

The verb in the *if*-clause is in the past subjunctive to state the hypothetical condition.	The verb in the main clause is in the conditional to state the result or what **would happen** given the condition.
If John prayed …	… he *would* know the truth.

Se João **orasse**, saberia a verdade.
If John prayed, then he would know the truth.

More examples

Se eu não **soubesse** a verdade, minha vida **seria** muito mais difícil. *If I didn't know the truth, my life would be much more difficult.*	**Se** as pessoas **entendessem** o plano de Deus, **poderiam** ser mais felizes. *If people understood God's plan, they could be happier.*
Minha vida **seria** muito mais difícil **se** eu não **soubesse** a verdade. *My life would be much more difficult if I didn't know the truth.*	**Se** Jesus Cristo **estivesse** aqui, o que **faria**? *If Jesus Christ were here, what would He do?*

Activities (see answers on p. 220–221)

A. Conjugation

Conjugate the following verbs in the past subjunctive in a verb tree on a separate sheet of paper. Check your answers.

receber (*to receive*)
ser (*to be*)
haver (*to be (exist)*)
poder (*to be able to*)
entender (*to understand*)
guardar (*to keep*)
ter (*to have*)
dizer (*to say, to tell*)
abençoar (*to bless*)
fazer (*to make, to do*)

B. Fill in the Blank

On a separate sheet of paper, write the correct form of the verb that should go in each blank. Check your answers.

1. Cristo sofreu para que (nós) ___ (poder) nos arrepender.
2. Deus mandou que Adão e Eva não ___ (comer) o fruto.
3. Deus queria que os Seus filhos ___ (voltar) a Ele.
4. Era necessário que (haver) ___ uma Expiação.
5. Deus e Jesus Cristo disseram a Joseph Smith que não ___ (se unir) com qualquer igreja.
6. Os reformadores não acreditaram que Deus os ___ (chamar) para serem profetas.
7. Cristo pediu que os apóstolos o ___ (seguir).
8. Queríamos uma escritura que ___ (falar) sobre a fé.
9. Durante a Apostasia não havia ninguém que ___ (ter) a autoridade.
10. Cristo mandou que os apóstolos ___ (pregar) o evangelho em todo o mundo.
11. Adão caiu para que (nós) ___ (existir).
12. O pesquisador nos pediu que (nós) ___ (estar) na sua casa no próximo dia.

C. Sentence Conversion

Each of these sentences is in the present subjunctive tense. Convert each sentence to the past tense, focusing especially on past subjunctive. Check your answers.

Example: Deus quer que progredamos. → Deus queria que progredíssemos.

1. O Irmão Gonçalves pede que o visitamos na segunda.
2. Eles preferem que passemos mais tarde.
3. É importante que estejamos atentos durante a lição.
4. É necessário que você leia.
5. Procuramos uma pessoa que esteja interessada.
6. Esperamos que você ore depois de ler.
7. Pedimos que leia o Livro de Mórmon.
8. É pena que não tenha orado.
9. Oramos para que o Espírito esteja conosco.
10. Queremos que sinta o Espírito durante as reuniões.
11. Recomendamos que procure a resposta nas escrituras.
12. Desejamos que receba um testemunho.

D. What Would Happen?

On a separate sheet of paper, create hypothetical situations with the sentences below by changing the verb in parentheses. Check your answers.

1. Se o Senhor Branco (estar) mais disposto a orar, (poder) receber uma resposta.
2. Se a Senhora Fernandes (entender) o plano de salvação, (ter) mais paz na sua vida.
3. (Nós) (ter) mais possibilidades de ensinar se (nós) (falar) com mais pessoas.
4. Se a família Santos (vir) à igreja, (eles) (sentir) o Espírito.

5. As pessoas (poder) ser mais felizes se (elas) (entender) a nossa mensagem.
6. O Senhor Ribeiro (poder) sentir o Espírito com mais facilidade se (deixar) de fumar.
7. Se (nós) (planejar) mais eficazmente, as nossas lições (ser) melhores.
8. A Senhora Pinheiro (se sentir) mais confortável se (conhecer) mais pessoas na capela.
9. Se (nós) (entender) a dúvida do Senhor Guerra, (nós) (poder) ajudá-lo melhor.

E. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the answers section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. A Expiação fez com que ***podíamos** nos arrepender.
   The Atonement made it possible that we could repent.
2. Se ***podíamos** passar na sexta, seria melhor.
   If we could come by on Friday, it would be better.
3. Não podíamos acreditar que ele ***tinha** mudado tanto.
   We couldn't believe he had changed so much.
4. Cristo sofreu para que você ***pode** se arrepender.
   Christ suffered so you could repent.
5. Não podíamos progredir a menos que ***tínhamos** o livre arbítrio.
   We couldn't progress unless we had free agency.
6. Paulo disse que haveria uma apostasia antes de que Cristo ***vinha** outra vez.
   Paul said there would be an apostasy before Christ came again.
7. Se ***orou**, receberia uma resposta.
   If you prayed, you would receive an answer.
8. O bispo nos pediu que ***falamos** com você.
   The bishop asked us to speak with you.
9. Deus queria que todos ***voltamos** a viver com Ele.
   God wanted all of us to return to live with Him.
10. Se eu ***fui** à igreja, sentiria o Espírito.
    If I went to church, I would feel the Spirit.

F. Error Correction

Each sentence is either correct or has one error. Write down or say the correct form of the sentence to your companion and check your answers with those in the answer key. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Se não fosse por Cristo, não poderíamos nos arrepender.
2. Foi essencial que Cristo era perfeito.
3. Deus pediu que Cristo paga o preço dos nossos pecados.
4. Lamã e Lemuel não acreditaram que o seu pai foi profeta.
5. Não havia nenhuma pessoa que pudesse responder às perguntas de Joseph Smith.
6. Cristo deu o sacerdócio aos apóstolos para que ajam no Seu nome.
7. Deus criou a terra para que nós pudéssemos ganhar experiência.
8. Deus chamou profetas na Bíblia para que falassem por ele.
9. Enos desejava que Deus lhe perdoasse.
10. Se você se batizasse veria uma grande mudança na sua vida.

G. Companion Activities

1. Review your companionship goals or set new goals. As you discuss each goal, talk about what would happen if you achieved your goal. Focus on how you use *if-then* statements with the past subjunctive.
   Example:
   Goal—Teach five lessons with a member present.
   Sentence—Se ensinássemos cinco lições com um membro presente, nossos investigadores se sentiriam mais confortáveis.

2. With your companion, go over each of your investigators. Discuss together what would have happened if the investigator had joined the Church five years ago. To do this, you will need to use if-then statements with the past subjunctive and conditional. In many cases, you will need to combine these with the perfect.
   Example:
   Se o Irmão Gomes se batizasse cinco anos atrás, se aproximaria muito mais de Deus.

   Discuss what you can do to help your investigators progress and receive the blessings you talked about.

3. Listen to the clip "2.3 Arbítrio e a Queda de Adão e Eva." Write down all of the past subjunctive verbs. Then listen again and write the sentence that each verb appears in. Check your answers. Then write down as many verbs as you can to replace the past subjunctive verbs in each sentence. Have your companion play the part of one of the investigators and practice teaching him or her using some of your sentences. Get feedback on how clearly you taught this principle.

H. Scripture Activities

1. Read D&C 1:24–30. Write down all of the past subjunctive verbs. Check your answers. Then use these verses to teach your companion the purposes of the Lord in giving the revelations contained in the Doctrine and Covenants as if he or she had never heard of the book before.

2. Read 2 Ne. 2:22–23 and 2 Ne. 9:8–9. Write down all of the *if-then* statements. Check your answers. Think of an investigator who you will soon teach about the Fall and the Atonement. Discuss with your companion how these two passages are related and how you could use them to teach that investigator.

I. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 6. Find a scripture that you could frequently use while teaching that uses the past subjunctive. Memorize the scripture and practice using it to teach your companion a principle it contains or illustrates. See if you can think of phrases that use past subjunctive in a similar way to your scripture and incorporate them into your teaching.

2. "Actively listen," bullet 1. Listen carefully when native speakers talk. Try to anticipate when they will use past subjunctive before they actually use it by listening for triggers such as, "Eu queria que...," "Era impossível que...," etc.

3. "Learn grammar," bullet 3. Create sentences using the past subjunctive and add them to your lesson plans. Go over your lesson plans and correct any errors where past subjunctive should have been used but wasn't or was misused. After making the corrections, have your companion check over your lesson plans.

Future Subjunctive

Examples from *Vocabulary and Phrases*

If you **pray**, you will receive an answer.	**Se** você **orar**, vai receber uma resposta.
When we **resurrect**, we will have perfect bodies.	**Quando** nos **resuscitarmos**, teremos corpos perfeitos.
After you read, tell me what you understood.	**Depois que lerem**, me digam o que entenderam.

Explanation

The past subjunctive expresses the same ideas as the present subjunctive, but from a past context.

45a

Forms: Regular

To conjugate verbs in the future subjunctive:

1. Take the third-person plural (eles) form of the verb in the preterit.

fal**aram**

2. Drop the *-ram.*

fala-

3. Add the future subjunctive ending that agrees with the subject.

fala**r**	fala**rmos**
fala**res**	fala**rdes**
fala**r**	fala**rem**

Note: this conjugation is the same for *-er, -ir,* and *-ar* verb endings.

45b

Forms: Irregular

All irregular verbs and verbs with spelling changes in the third-person plural (*eles*) form of the verb in the preterit maintain that same irregularity in the future subjunctive.

			Preterit (eles)		*Future Subjunctive*	
Example:	estar	→	est**ive**ram	→	est**ive**r	est**ive**rmos
					est**ive**res	est**ive**rdes
					est**ive**r	est**ive**rem

45c

Possible Triggers

Future Subjunctive

quando *when*	**logo que** *as soon as*	**sempre que** *whenever/ every time that*
assim que *right when/ as soon as*	**depois que** *after*	**uma vez que** *once*
se *if*	**enquanto** *while*	**à medida que** *as*

Examples:

Assim que as pessoas *acreditarem* nas palavaras do profeta, elas serão abençoadas. *As soon as the people believe in the words of the prophet, they will be blessed.*
Sempre que o profeta *falar*, o Espírito Santo confirmará a veracidade das suas palavras. *Every time the prophet speaks, the Holy Ghost will confirm the truthfulness of his words.*
Se *seguirmos* o conselho do profeta, nunca nos perderemos. *If we follow the counsel of the prophet, we'll never be lost.*

Emotion

Trigger Exceptions

45d

It is important to remember that the above words do not always trigger the future subjunctive. Remember the rule—you have to be speaking about things that could or might happen in the future. If the main verb is in the present, preterit, or imperfect tense, the next verb would also be in the present, preterite, or imperfect tense, NOT the subjunctive. Compare the following sentences:

Present or Past Indicative Examples	Future Subjunctive Examples
Eu oro por eles enquanto o meu companheiro lhes *ensina*. *I pray for them while my companion teaches.*	**Eu vou orar** por eles enquanto o meu companheiro lhes *ensinar*. *I'm going to pray for them while my companion teaches.*
Nós almoçávamos logo que *chegávamos*. *We used to eat lunch as soon as we got home.*	**Nós vamos almoçar** logo que *chegarmos*. *We're going to eat lunch as soon as we got home.*
	Eu vou à igreja quando o ônibus *chegar*. *I'll go to church when the bus gets here.*

Interrogative Adverbs

45e

Interrogative adverbs can also trigger the future subjunctive.

Who**ever**	Quem + **future subjunctive**
What**ever**	O que + **future subjunctive**
Wher**ever**	Onde (Aonde) + **future subjunctive**
When**ever**	Quando + **future subjunctive**
How**ever**	Como + **future subjunctive**

Examples:

Aonde eu *for,* eu vou trabalhar arduamente! *Wherever I go, I will work hard!*
Vocês podem arrumar a sala **como** *quiserem*. *You can arrange the room however you want.*

In addition to the interrogatives, there are other words that trigger the future subjunctive. Notice that they are referring to future events.

Examples:

Eu vou decidir me batizar **no dia que** eu *receber* uma resposta às minhas orações. *I will decide to be baptized on the day that I receive an answer to my prayers.*
Faça **tudo o que** *for* possível. *Do everthing that is possible.*

*Because they are conjugated the same way, sometimes the future subjunctive and the personal infinitive are confused for each other. The personal infinitive is used only to help a reader or listener understand whom or what is being referred to.

For example:

Regular: *Depois de cantar ela vai sair.* = After singing, she will leave. (This sentence doesn't tell us who was singing. We assume *she* was singing. But what if we are referring to a group?)
Personal Infinitive: *Depois de cantarem ela vai sair.* = After singing (they sing) she will leave. (This is more clear.)

Activities (see answers on pp. 221–222)

A. Conjugation

Conjugate the following verbs in the future subjunctive in a verb tree on a separate sheet of paper. Check your answers.

fazer (to make, to do)
ir (to go)
ler (to read)
assistir (to attend)
vir (to come)
estar (to be)
ensinar (to teach)
confiar (to rely upon)
haver (to exist, to be)
poder (to be able to)

B. Translation

On a separate sheet of paper, write a translation of the following English sentences. Check your answers.

1. When we repent, we will be forgiven.
2. When you are baptized you will become clean.
3. If we choose the right, we will return to live with Heavenly Father after this life.
4. If you pray about the Book of Mormon, you will recieve an answer of its truthfulness.
5. As soon as you receive an answer through the Holy Ghost, will you be baptized?
6. While you read in the scriptures, you will feel the peace that comes through the Holy Ghost.
7. If we follow God's will, He will give us help in our lives.
8. If there is a scripture about faith in the Book of Mormon, I will find it.
9. After we eat, let's go knock some doors.
10. Every time she prays, she'll recieve an answer.
11. When you want to find the truth, you will find it.
12. Will you come to church if we can get you a ride?

C. *What Will Happen?*

On a separate sheet of paper, create future subjunctive *if-then* statements with the sentences below by changing the verb in parentheses. Check your answers.

1. Se o Senhor Branco (estar) mais disposto a orar, (poder) receber uma resposta.
2. Se a Senhora Fernandes (entender) o plano de salvação, (ter) mais paz na sua vida.
3. (Nós) (ter) mais possibilidades de ensinar se (nós) (falar) com mais pessoas.
4. Se a família Santos (vir) à igreja, (eles) (sentir) o Espírito.
5. As pessoas (poder) ser mais felizes se (elas) (entender) a nossa mensagem.
6. O Senhor Ribeiro (poder) sentir o Espírito com mais facilidade se (deixar) de fumar.
7. Se (nós) (planejar) mais eficazmente, as nossas lições (ser) melhores.
8. A Senhora Pinheiro (sentir-se) mais confortável se (conhecer) mais pessoas na capela.
9. Se (nós) (entender) a dúvida do Senhor Guerra, (nós) (poder) ajudá-lo melhor.

D. Common Errors

Try to figure out why each sentence is wrong and how it should be corrected. Then check your answer against the one listed in the *Answers* section. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Se ***vou** arrepender-me, vou ser perdoado.
   If I repent, I will be forgiven.
2. Depois que ***é** batizado, vai ser confirmado.
   After you are baptized, you will be confirmed.
3. Quando ***chegamos** à casa do bispo, vamos ligar.
   When we arrive at the bishop's house, we will call.
4. Logo que ***acaba** a lição, saia.
   As soon as finish the lesson, leave.
5. Sempre que ***têm** uma boa idéia, a escreva no seu diário.
   Whenever you have a good idea, write it in your journal.
6. Enquanto ***está** lendo, preste atenção aos seus sentimentos.
   While you are reading, pay attention to your feelings.
7. Se ***ora**, receberá uma resposta.
   If you pray, you will receive an answer.
8. Se ***pede** ajuda de Deus, Ele vai responder.
   If you ask God for help, He will respond.
9. Vai à igreja comigo se eu ***vou** mais tarde?
   Will you go to church with me if I go later?
10. Quando ***vai** à igreja, vai sentir o Espírito.
    When you go to church you will feel the Spirit.

E. Companion Activities

1. Review your companionship goals or set new goals. As you discuss each goal, talk about what will happen if you achieve your goal. Focus on how you use *if-then* statements with the future subjunctive.

   Example:

   Goal— Teach five lessons with a member present.

   Sentence— Se ensinarmos cinco lições com um membro presente, os nossos investigadores vão se sentir mais confortáveis.

2. With your companion, talk about each of your investigators. Discuss together what would have happened if the investigator had joined the Church five years ago. To do this, you will need to use if-then statements with the future subjunctive and one- or two-word future. In many cases, you will need to combine these with perfect tenses.
   Example:
   Se a família Gomes se batizar, se aproximará muito mais de Deus.

   Discuss what you can do to help your investigators progress and receive the blessings you talked about.

F. Scripture Activities

1. Read Morôni 10:3–5. Find all of the future subjunctive phrases Moroni uses. Also write why the future subjunctive was used.

2. Read D&C 61:33–34. Write down all of the future subjunctive verbs. Then use these verses to teach your companion the purposes of the Lord in giving the revelations contained in the Doctrine and Covenants as if he or she had never heard of the book before.

G. Language Study Plan Activities

1. "Memorize vocabulary and phrases," bullet 6. Find a scripture that you could frequently use while teaching that uses the future subjunctive. Memorize the scripture and practice using it to teach your companion a principle it contains or illustrates. See if you can think of phrases that use future subjunctive in a similar way to your scripture and incorporate them into your teaching.

2. "Actively listen," bullet 1. Listen carefully when native speakers talk. Try to anticipate when they will use future subjunctive before they actually use it by listening for triggers such as, "Logo que...," "Sempre que...," etc.

3. "Learn grammar," bullet 4. Create sentences using the future subjunctive and add them to your lesson plans. Go over your lesson plans and correct any errors where future subjunctive should have been used but wasn't or was misused. After making the corrections, have your companion check over your lesson plans.

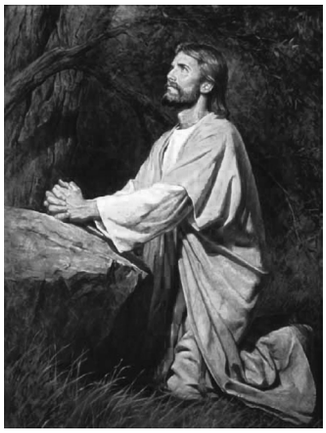
Review: Attitudes, Emotions, and Feelings

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and answering questions of judgment, doubt, emotion, possibility, and influence

- Present Subjunctive: Forms
- Present Subjunctive: Noun Clauses
- Present Subjunctive: Adjective Clauses
- Present Subjunctive: Adverb Clauses
- Past Subjunctive
- Future Subjunctive

Activities (see answers on pp. 222–223)



A. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the 10 errors in it. Check your answers.

Deus escolheu Jesus Cristo para que podia ser o nosso Salvador. Jesus Cristo era perfeito e estava preparado a realizar a Expiação. Enquanto estava no Jardim de Getsêmani, Cristo pediu ao Seu Pai que tirava a carga de todos os pecados do mundo. Contudo, Cristo cumpriu com a sua missão. Jesus Cristo quer que utilizamos a Expiação nas nossas vidas. Para fazê-la, Cristo nos pede que temos fé, nos arrependemos dos nossos pecados, nos batizamos por imersão, recebemos o dom do Espírito Santo e perseveramos até o fim. Não há nada que é perfeito, e Deus não manda nada que não participa da Expiação. A Expiação tem sido uma grande bênção para mim e quero que você também recebe as bênçãos dela.

B. Error Correction

On a separate sheet of paper, rewrite the paragraph below, correcting the six errors in it. Check your answers.

Deus deseja que todos os Seus filhos são felizes. Por isso, Ele preparou um plano que permite que voltamos à Sua presença. Este plano se chama o plano de salvação. Deus sabia que não seríamos perfeitos, mas que era essencial que vínhamos à terra para ganhar experiência. É importante que reconhecemos que somos filhos de Deus e que vivemos segundo esse conhecimento para que um dia podemos voltar a Ele. Eu sei que Deus o ama e que Ele fez com que você poderia voltar a viver com Ele se tem fé e obedece os Seus mandamentos.

C. Error Correction

This activity will help you see where you need to improve. Each sentence has an error. Write down the corrected sentence or say it to your companion. Check your answers. If you get an answer wrong, the *Answers* section will refer you to the principle you should study.

1. Deus mandou o seu filho para que podemos ser salvos.
2. Deus nos quer ser felizes.
3. Jesus expiou para que podemos nos arrepender.
4. Deus queria que chegamos a ser como Ele.
5. Morôni queria que nós leiamos o livro.
6. Cristo sofreu para que todos podíamos arrepender-nos.
7. Gostaria que compartilha o seu testemunho.
8. Há algo que podemos fazer para ajudar?
9. Tenho uma passagem que fale da fé.
10. Espero que o seu amigo tem interesse na Igreja.
11. Jesus pediu que Seu Pai tirava essa carga.
12. Nós Te pedimos que nos dás o Espírito.
13. Não creio que eles já vivem nessa casa.
14. Se você se batizou, os seus pecados seriam perdoados.
15. Não podemos ser felizes a menos que somos obedientes.
16. Espero que o seu amigo pode ir à atividade.
17. Quero encontrar uma escritura que fala da obediência.
18. Não há nada que é impossível para Deus.
19. Era importante que tínhamos esta experiência.
20. Durante a Apostasia não havia ninguém que tinha autoridade.

D. Translation

On a separate sheet of paper, translate the following sentences into Portuguese. Check your answers.

1. Christ asked Peter, James, and John to follow Him.
2. God commanded Adam and Eve not to eat the fruit.

3. This is a scripture that talks about repentance.
4. When you (pl. formal) pray, ask if the Book of Mormon is true.
5. Do you (pl formal) have friends who are interested?
6. Christ told Joseph Smith not to join any of the churches.
7. We won't receive answers unless we have faith.
8. We want you (sing. formal) to receive a testimony.
9. God told Nephi to build a ship.
10. There wasn't anyone that could answer Joseph's questions.
11. We are sure that you (pl. formal) will have a good experience.
12. If you (sing. formal) were in the lesson, our investigator would feel more comfortable.
13. It's important that you (sing. formal) have faith.
14. Ask God to help you (sing. formal) understand.
15. Do you (sing. formal) understand the verse we read?
16. God chose Christ before the world was created.
17. The people who obey will go to the celestial kingdom.
18. We asked you (pl. formal) to read two chapters.
19. God wants us to return to Him.
20. It's important that we pray first.
21. There's a member of our church who lives in your (pl. formal) neighborhood.
22. Do you (pl. formal) know anyone that is interested in our message?

E. Companion Activities

1. Choose a principle of subjunctive (subjunctive forms, noun clauses, adjective clauses, adverb clauses, or past subjunctive) that you struggle with. Write out a lesson plan for an upcoming lesson using as many sentences as you can that use that principle. Role play the lesson with your companion, focusing on using subjunctive correctly to express judgment, doubt, emotion, or influence. Get feedback on how well you used subjunctive and repractice as necessary. Then set goals to use your sentences in the upcoming lesson. See the *Answers* section for a short example outline.

2. Take turns finding sentences in the scriptures that use the present subjunctive in noun, adjective, and adverb clauses. Then teach the scripture in your own words, changing the present tenses to past tenses (including past subjunctive) as necessary. Talk about why the subjunctive was used (e.g., to show influence, doubt, judgment, emotion, or to show something unknown in an adjective clause).

F. *Preach My Gospel* Activity

Go to the principle "A Vida Pré-terrena: O Propósito e o Plano de Deus para Nós" and write down each phrase containing a subjunctive verb. Also, write whether the verb is from a noun clause or an adjective clause. Check your answers. Then use your own subjunctive sentences to teach this principle to your companion or a native speaker as if he or she were one of your investigators. Talk about what God wants for us and how He influences us. Also talk about how you feel about God's plan. Get feedback on your use of subjunctive.

G. Scripture Activities

1. Choose one of your favorite scriptures that uses subjunctive. Write down how you would explain it in your own words, focusing on using the subjunctive, both past and present, correctly to talk about judgment, desires, emotion, and influence. Have your companion or a native speaker check your explanation for correctness. Then practice explaining the scripture to a native speaker or your companion in the role of one of your investigators. Get feedback on how well you used these grammar principles and set goals to share your scripture with your investigator.

H. Writing Activities

1. Write a paragraph about the Atonement. Use the past subjunctive to describe the Atonement and tell what Christ did and what effect that has on us. Use the present subjunctive with noun clauses to tell what Christ wants for us and what He asks us to do. Use subjunctive with adjective clauses to talk about the blessings that people who apply the Atonement in their lives will receive. Use subjunctive in adverb clauses to talk about the purposes of the Atonement. Have your companion or a native speaker check what you wrote.

2. Write the Joseph Smith story down in paragraph form. Talk about what Joseph wanted from God and what God and Christ told Joseph to do. Use as many constructions as possible that use present and past subjunctive in noun and adjective clauses. Underline the sentences that use subjunctive and have a native speaker read through the story and give you feedback on those sentences. Then practice teaching the story to the native speaker as if he or she were a new investigator and get feedback.

Answers

Accentuation

A.

pal**a**vra	felicid**a**de	ensin**ar**	**r**elva	cint**u**ra	ex**a**me
Irm**ã**o	xadr**e**z	qu**a**se	interess**a**nte	tr**i**bo	qu**ó**rum
soci**a**l	gr**a**nde	f**í**sico	mai**or**	sagr**a**do	**a**lto

Cognates

A. **1.** Cognate: **prophet** **2.** Cognate: **state** **3.** Cognate: **climate** **4.** Cognate: **equivalent** **5.** Cognate: **humor** (note: also means **mood**) **6.** Cognate: **familiar** (note: when used as a noun, means **family member**) **7.** Congate: **testify** **8.** False cognate—real meaning: **language**; often mistaken for: **idiom** **9.** Cognate: **different** **10.** Cognate: **remedy** **11.** Cognate: **to obtain** **12.** Cognate: **note** (note: also means **grade** on a paper, etc.) **13.** False cognate—real meaning: **matter**; often mistaken for: **question** **14.** False cognate—real meaning: **at the present time**; often mistaken for: **actually** **15.** Cognate: **urgency**

B. **1.** *Questão* does not mean **question** in the sense this sentence implies. The correct word is *pergunta—Quais perguntas tem...?* **2.** *Blindar* means **to plate in armor**. To say **to blind**, use *cegar—...Satanás cega a gente...* **3.** *Realizar* means **realize** in the sense of **to realize a dream, etc.** The sense required for this sentence is expressed by *perceber—Quando oro percebo quantas...* **4.** *Atender* does not mean **to attend (an event)**, it means **to pay attention to** or **to attend to (a person)**. *Assistir* is the correct verb for this sentence—*Assistimos a igreja*... **5.** *Suceder* means **to happen**. To express the idea **to succeed**, use *ter êxito—Sei que você pode ter êxito...* **6.** *Massa* means **dough** or **the mass of an object**. For a **religious mass**, use *missa—Você assiste a missa?*

C. **1.** Na verdade, podemos... **2.** Correct **3.** Na biblioteca genealógica... **4.** Correct **5.** Nesse momento, percebi que tinha... **6.** ...sustentar a família. **7.** Tenho uma pergunta... **8.** Todos os meus parentes/familiares... **9.** ...preencher este formulário... **10.** Correct **11.** Ajudamos o Irmão Da Silva... **12.** Correct **13.** Recebemos bênçãos temporais e... **14.** Correct

Subject Pronouns

A. **1.** eles **2.** elas **3.** você **4.** tu **5.** vós **6.** vocês **7.** as senhoras **8.** nós

B. **1.** tu **2.** vocês **3.** elas **4.** vocês **5.** você **6.** você **7.** nós **8.** eles **9.** nós **10.** ele **11.** ela **12.** vocês **13.** eu **14.** vocês **15.** você **16.** vocês

C. **1.** eu **2.** nós **3.** você, o senhor, a senhora, ele, ela **4.** eu **5.** você, o senhor, a senhora, ele, ela **6.** você **7.** você **8.** você, o senhor, a senhora, ele, ela **9.** vocês, o senhores, a senhoras, eles, elas **10.** vocês, o senhores, a senhoras, eles, elas **11.** você, o senhor, a senhora, ele, ela **12.** vós

D. **1.** Nós somos missionários, mas vocês são membros. **2.** Eu tenho duas irmãs, mas você tem três. **3.** Eu tenho cinco meses na missão, mas você tem sete. **4.** Eles vão à reunião do sacerdócio, mas elas vão à reunião da Sociedade do Socorro. **5.** Ele quer se batizar no dia 24 de Fevereiro, mas ela quer se batizar no dia 25 Fevereiro. **6.** Ela é recém-conversa, mas faz três anos que eles são membros.

E. **1.** The verb endings for *faço* and *estudo* tell who is doing the action, so *eu* should not be used except for emphasis—*(Eu) faço exercícios e estudo da manhã..* **2.** *Nós*, not *vocês*, means **we**—*Nós somos missionários.* **3.** The first use of *ele* is somewhat justified, as it could be used for clarification. The second one, on the other hand, is overusing the pronoun—*(Ele) sente o Espírito quando lê...* **4.** *Seu* is a possessive, not a subject pronoun—*Você é daqui?* **5.** The verb endings for *aprendemos* and *estudamos* tell who is doing the action, so *nós* should not be used except for emphasis—*Aprendemos muito quando estudamos.* **6.** *Seu* is a possessive, not a subject pronoun—Bem, e você?

G. These paragraphs are about our relationship with our Heavenly Father. They explain things He does, and then things that we should do. Subject pronouns show the contrast between these two ideas.

Ser vs. *Estar* vs. *Ficar*

A. **1.** ser **2.** ser **3.** ser **4.** ser **5.** estar **6.** estar **7.** ser **8.** ser **9.** estar **10.** estar **11.** ser **12.** estar **13.** estar **14.** estar **15.** ser **16.** ser **17.** ser **18.** estar **19.** ser **20.** estar

B. **1.** Estão interessados? **2.** Onde é a reunião da zona? **3.** A Igreja é/fica perto do parque. **4.** Onde é/fica o céu? **5.** O livro é do João. **6.** Somos missionários obedientes. **7.** Estamos aqui para ensinar o evangelho. **8.** Como está? **9.** Sou de Utah. **10.** A roupa batismal é branca. **11.** É a hora de ir à atividade. **12.** São cinco horas.

C. **Note:** English speakers will often erroneously think that *ser* is always used for permanent things and *estar* is always used for temporary things. It is also common for English speakers to incorrectly use the word *es* because it is so similar to the English word **is**.
1. This sentence is showing an occupation, so the correct verb is *ser* regardless of whether the occupation is temporary or permanent—*Sou missionário.* **2.** This sentence refers to the location of something that isn't an event or an immobile object, so *estar* should be used—*...está em outra missão.* **3.** This sentence is an expression of a plural time, so *são* should be used—*São cinco.* **4.** This sentence describes the location of a person, so *estar* should be used - *...está no banheiro..* **5.** This sentence refers to time so *ser* should be used - *É tarde.* **6.** This sentence refers to the location of a mobile object, so *estar* should be used - *...está na mochila.* **7.** This refers to a temporary condition, so e*star* should be used—*Estou doente...* **8.** This sentence refers to an adjective describing a temporary characteristic of somebody, so *estar* should be used.—*Ele está pronto para o evangelho.* **9.** This sentence refers to the location of something that is immobile, so *ser* or *ficar* should be used—*A igreja é/fica aqui...* **10.** This sentence refers to somebody's origin, so *ser* should be used. **11.** This sentence describes the location of an event, so *ser* should be used. **12.** This sentence refers to the location of a person, so *estar* should be used. **13.** This refers to the location of a person, so *estar* should be used. **14.** This sentence refers to the location of people, so *estar* should be used. **15**. This sentence refers to the location of a person, so *estar* is used.

D. **1.** Somos missionários… **2.** Correct **3.** Correct **4.** ...estão as minhas escrituras? **5.** Estamos prontos… **6.** ...é/fica na outra rua. **7.** Correct **8.** ...é no centro... **9.** …é uma pessoa feliz. **10.** Correct **11.** São às… **12.** Correct **13.** Correct **14.** ...por estar aqui. **15.** Estou muito contente de estar... **16.** Correct

E. Nós **somos** missionários da Igreja de Jesus Cristo dos Santos dos Últimos Dias. Sou Elder Rodrigues e ele é o meu companheiro o Élder Fernandes. **Estamos** felizes por ter a oportunidade de compartilhar uma mensagem sobre Deus e Jesus Cristo. Deus é o nosso Pai Celestial. Nós somos Seus filhos. **Estamos** aqui na terra por uma razão. Se obedecermos os mandamentos que Deus revela por meio dos profetas, podemos **estar** com Deus outra vez.

G. Remember that *estar* implies that a change has taken place, whereas *ser* implies an expected, normal characteristic. In this verse, the people who are sick used to be whole, so *estar* is used to describe their condition. Little children, on the other hand, are whole. It is a characteristic and is not a change from some other condition, so *ser* is used to describe it.

H. …são criadas e feitas… (passive voice); ...são espirituais (expected characteristic); …estão acima nos céus… (location); ...estão na terra... (location); ...estão dentro da terra... (location); ... estão em baixo da terra... (location)

Negation

A. **1.** Os que escutam ao profeta não se desviam./Os que não escutam ao profeta se desviam. **2.** Não nos lembramos da nossa vida pré-terrena. **3.** Os que rejeitam o evangelho não recebem as bênçãos./Os que não rejeitam o evangelho recebem as bênçãos. **4.** Nem todas as pessoas serão salvas. **5.** Nem todas as pessoas inspiradas são profetas. **6.** Adão e Eva não podiam progredir no Jardim do Éden. **7.** Não éramos como o nosso Pai Celestial na vida pré-terrena. **8.** Nós não somos responsáveis pela queda de Adão e Eva. **9.** Não tínhamos corpos físicos na vida pré-terrena. **10.** A morte não muda a nossa personalidade. **11.** Durante a Apostasia o evangelho não estava na terra. **12.** Ninguém no mundo é perfeito. **13.** Não podemos vencer os efeitos do pecado por nós mesmos. **14.** A verdade não muda com as condições. **15.** Não havia autoridade para realizar ordenanças durante a Apostasia. **16.** Com a Expiação, Jesus não eliminou a nossa reponsabilidade.

B. **1.** Nenhum **2.** Não, nada **3.** nunca **4.** Não, ninguém **5.** não **6.** Nenhuma **7.** não, nenhum **8.** não, nenhuma **9.** Ninguém **10.** nunca

C. **1.** *Ninguém* means "nobody" and is incorrrect. *Nenhum* means "no" or "none" and is correct. **2.** *Nada* means "nothing" and is incorrect. *Nenhuma* means "no" or "none" and is correct. **3.** *Não* means "no" but is incorrect when it precedes a noun. *Nenhuma* means "no" or "none" and is correct. **4.** *Não* means "no" but is incorrect when it precedes a noun. *Nenhuma* means "no" or "none" and is correct. **5.** If a negative word (such as *nada*) comes after the verb, *não* must come before the verb - *Não há nada mais importante...* **6.** If a negative word comes after the verb, *não* must come before the verb—*Não devemos nunca perder...* (also possible: *Nunca devemos perder...*) **7.** *Não* must come before, not after, the verb in negative sentences—*Não é um grande problema...* **8.** If a negative word comes after the verb, *não* must come before the verb—*Não há nada que...* **9.** *Ninguém* means "nobody" and is incorrrect. *Nenhuma* means "no" or "none" and is correct. **10.** *Não* must come before, not after, the verb in negative sentences—*Não é bom...*

D. **1.** Correct **2.** Nunca devemos duvidar... **3.** Nenhum problema... **4.** Correct **5.** Correct **6.** Correct **7.** Não há nada que... **8.** Correct **9.** Correct **10.** Não há nada que... **11.** Correct **12.** Seu amigo não é membro...? **13.** Correct **14.** Nenhuma pessoa... **15.** Não é possível... **16.** Correct

G. **Hebreus 5:4**—ninguém toma para si esta honra...; **Amós 3:7**—não fará coisa alguma... **1 Ne. 3:7—**...porque sei que o senhor nunca dá ordens aos filhos dos homens; **2 Ne. 26:24**—Ele nada faz que que não seja ... a ninguém ordena que não participe...

Common Expressions

A. **1.** tínhamos que **2.** tem que **3.** terão que/vão ter que **4.** tem que **5.** terão que/vão ter que **6.** tem que **7.** temos que **8.** teve que **9.** tinha que **10.** teríamos que

B. **1.** vamos **2.** vai **3.** vai **4.** vão **5.** vou **6.** ia **7.** iam **8.** vai **9.** íamos a **10.** vamos

C. **1.** Faz quanto tempo que você é membro da Igreja? **2.** Faz quanto tempo que recebeu o sacerdócio? **3.** Faz um mês que os visitamos. **4.** Faz quanto tempo que o seu amigo está interessado no evangelho? **5.** Fazia quanto que vivia aqui quando os missionários bateram na sua porta? **6.** Faz vários meses que ensinamos os seus vizinhos. **7.** Fazia quanto tempo que conhecia ao seu amigo quando ele começou a fazer perguntas sobre a Igreja? **8.** Faz vários anos que o seu amigo sabe da Igreja. **9.** Faz quanto tempo que lê o Livro de Mórmon? **10.** Fazia muito tempo que José Smith buscava a verdade.

D. **1.** Conhecemos ao seu vizinho há duas semanas. **2.** Sou membro há cinco anos. **3.** Estava casado havia quanto tempo? **4.** Eles lêem o Livro de Mórmon há um ano. **5.** Estou no campo missionário há seis meses. **6.** Irmã Flores é membro há quatro anos. **7.** Aprendo português há três meses. **8.** Estão nesta cidade há quanto tempo? **9.** Assistem à igreja há quanto tempo? **10.** Sou membro da igreja há dois anos .

E. **1.** Age is expressed using *ter* + (number of years)—*Tenho 19 anos.* **2.** *Vamos comer almoço* - "We will eat lunch" is the correct way to say this. **3.** *We have to* is always expressed with *ter + que.* Also, *estar* should be used. *Temos que estar...* is correct. **4.** Portuguese requires an expression with *fazer* or *haver* to say "ago"—*Minha família se batizou há três anos.* **5.** Portuguese uses present tense and either *haver* or *fazer* if the action is still going on. The correct sentence is *Faz dois meses que sou missionário.* **6.** *Ter + que* always requires the *que*—*Temos que ser como Cristo.* **7.** If the action is still going on, Portuguese requires the present tense with *haver* or *fazer*—*Faz dois meses que você está aprendendo da Igreja.* **8.** *Decidi que seria obediente* is a better way to translate this phrase because "I was going to..." doesn't generally translate directly into Portuguese as *fui* (*Decedi que ia ser obediente* is also acceptable).

F. **1.** Correct **2.** Correct **3.** Correct **4.** Correct **5.** Correct **6.** Correct **7.** Vou para preparar a lição **8.** O que tem que... **9.** Correct **10.** Correct **11.** tem que orar... **12.** ...pesquisadora tem 23 anos. **13.** Eu aprendi sobre o evangelho há quatro anos. **14.** Correct

H. Hoje **vamos** visitar Carlos e Vanessa.
Vamos passar pelo supermercado para comprar comida.
Vamos visitar o bispo.
Vamos preparar a fonte batismal.

Questions

A. **1.** Quem ora cada dia? or Quando os pesquisadores oram? **2.** Quem ensina com poder? or Com que ensinamos? **3.** Quem assiste a igreja? or O que as irmãs assistem? **4.** O que este livro contem? or Que livro contem a verdade? **5.** Como podemos receber uma resposta? or O que podemos receber através do Espírito? **6.** Onde o bispo compartilha o seu testemunho? or O que o bispo compartilha na reunião? **7.** O que Luís sabe? or Quem sabe a verdade? **8.** O que os meus pais me ensinam? or Quem me ensina o evangelho? **9.** Onde os nossos investigadores vivem? or Quem vive no bairro São Lucas? **10.** O que o Irmão Morais lê? or Quem lê a Bíblia?

B. **1.** Por que Deus chama profetas? **2.** O que devemos acreditar? **3.** Quem é o Salvador? **4.** Como somos batizados? **5.** Quando vamos à igreja? **6.** O que é o Livro de Mórmon?

C. **1.** Qual **2.** O que **3.** Qual **4.** O que **5.** Qual **6.** Qual **7.** O que **8.** Quais **9.** Quais **10.** Qual **11.** O que **12.** Quais

D. **1.** Qual é a sua história preferida das escrituras? **2.** Quais bênçãos recebeu na sua missão? **3.** Qual princípio é difícil para _ (name of investigator)? **4.** Qual é o seu endereço? **5.** O que é o evangelho? **6.** O que é a fé? **7.** Qual investigador está progredindo mais? **8.** Quais são as dúvidas de (name of investigator)? **9.** Quais são as suas metas para hoje? **10.** Qual lição precisamos praticar? **11.** Que horas são? **12.** Qual lição vamos ensinar?

E. **1.** Como **2.** O que **3.** O que **4.** O que **5.** Por que **6.** O que **7.** Qual **8.** Quem **9.** O que **10.** Por que **11.** Qual **12.** O que

F. **1.** Qual... **2.** Você tem filhos? **3.** Qual... **4.** Você é de onde? **5.** Qual... **6.** Em quem devemos confiar? **7.** Qual... **8.** Lê...

G. **1.** Correct **2.** Correct **3.** Quem é a pessoa com quem falamos? **4.** Correct **5.** Sobre o que os profetas ensinam? **6.** Qual é...? **7.** Correct **8.** Correct **9.** Qual é...? **10.** Onde está o seu companheiro? **11.** Correct **12.** Sobre o que falamos?

Temperature and Weather

A. **1.** Faz calor/Está quente. **2.** Está chuviscando. **3.** O céu está claro. **4.** Está ventoso. **5.** Está nevando **6.** Está chovendo. **7.** Está enevoado. **8.** Está fresco. **9.** Está granizando. **10.** O tempo está ruim. **11.** Está nublado. **12.** Faz frio. **13.** O tempo está bom.

B. **Note:** The current temperature isn't permanent, so you can't use *ser.* **1.** *Faz calor.* **2.** *Faz muito frio/calor.* **3.** *Faz frio neste quarto.* **4.** Portuguese also uses *estar* to say **it's windy** because it is temporary—*Está ventoso.*

Review: State of Being

A. Deus é o nosso Pai Celestial e todos **somos** filhos dele. Às vezes perguntamos: "Por que **estamos** aqui?" **Estamos** aqui na terra para aprender e crescer. Nesta vida **não somos** perfeitos, mas podemos estar limpos dos nossos pecados por meio da Expiação. Jesus Cristo é o filho de Deus e Ele sofreu pelos nossos pecados porque Ele nos ama e Ele é o nosso Mediador. Quando **estou** triste, penso no Seu sacrifício por mim. Ele **é** o nosso amigo e advogado?

B. **1.** Nunca devemos... (Negation) **2.** O batismo será (Ser e Estar) **3.** A capela é perto... (Ser e Estar) **4.** ...o que o profeta faz? (Questions) **5.** Faz frio... (Temperature and Weather) **6.** Sobre o que esta escritura fala? (Questions) **7.** Quando (eu) leio e oro... (Subject Pronouns) **8.** Acredita em Deus? (Questions) **9.** Fumar não é bom... (Negation) **10.** Deus não dá nenhum mandamento... (Negation) **11.** Nenhum filho de Deus... (Negation) **12.** Precisa de ajuda com o que? (Questions) **13.** Não podemos fazer nada sem a ajuda... (Negation) **14.** Sou grato... (Ser e Estar) **15.** Onde é a casa...? (Ser e Estar) **16.** Qual é o nosso...? (Questions) **17.** Está pronto...? (Ser e Estar) **18.** Não tenho nenhuma dúvida... (Negation) **19.** Seu vizinho não é membro... (Negation) **20.** ...que nenhuma igreja... (Negation) **21.** O que você aprende quando...? (Questions) **22.** Não é necessário... (Negation) **23.** Deus está interessado... (Ser e Estar) **24.** Não há nada mais importante... (Negation) **25.** Onde os espíritos vão depois de...? (Questions) **26.** Como você se sente...? (Questions) **27.** Vocês têm razão; a família... (Common Expressions) **28.** ...quando obedece? (Subject Pronouns) **29.** Nenhum de nós é... (Negation) **30.** É tarde... (Ser e Estar)

C. **1.** Somos **2.** são **3.** Faz calor **4.** Vivem **5.** O que **6.** Você é **7.** não muda **8.** Ninguém é **9.** ter medo **10.** onde **11.** é **12.** Temos **13.** Quando **14.** é **15.** chover **16.** Estamos **17.** Sou **18.** Nenhuma **19.** Não entendo **20.** Somos

G. **1. Negation**—Senhor, nós não sabemos para onde vais; **Questions—**como podemos saber o caminho? **Subject pronouns—** Eu sou o caminho, e a verdade, e a vida
2. ...a não servir a Deus..., ...pois não persuade quem quer..., ...não, ninguem; tampouco o fazem..., ... nem o fazem...

Possessives

A. **1.** meu **2.** nossas **3.** nossos **4.** sua **5.** seu **6.** Nossa **7.** Nossa **8.** Meus **9.** sua **10.** seus **11.** sua **12.** seus **13.** Seus **14.** seu

B. **1.** seu **2.** sua **3.** nosso **4.** seu **5.** minhas **6.** sua **7.** sua **8.** sua **9.** minhas **10.** seu

C. **1.** Portuguese cannot express possession with an apostrophe—*O plano do nosso Pai é...* **2.** Possessives agree with the thing possessed, not with who possesses it—*Deus enviou os Seus profetas...* **3.** This sentence requires a feminine possessive adjective—*Essa promessa é sua.* **4.** Possessives agree with the thing possessed, not with who possesses it—*Conhece à nossa Igreja?* **5.** *Nosso* must agree with the thing possessed—*Nossa vida...* **6.** Possessives agree with the thing possessed, not with who possesses it— *Sou grato pelas minhas bênçãos.* **7.** *Eles* is a subject pronoun, not a possessive adjective—*...escutar às suas palavras.* **8.** *Vocês* is a subject pronoun, not a possessive adjective—*...na sua casa?*

D. **1.** Correct **2.** Correct **3.** Nosso profeta... **4.** Correct **5.** Nosso presidente... **6.** Correct **7.** ...os Seus mandamentos. **8.** Correct **9.** ...a minha preferida **10.** Seus amigos... **11.** Correct **12.** Seus batismos... **13.** As palavras do profeta... **14.** Correct **15.** Correct **16.** Correct

F. **1.** vossa família, meu nome, vossas mulheres, vossos filhos
2. vossos campos, vossos rebanhos, vossas casas, vossa casa, vossos inimigos, vossos campos, vossos campos, vossa alma, vossos aposentos, vossos lugares, vossos desertos, vosso coração, vosso bem-estar, meus amados irmãos, vossa oração

Present: Irregular

A. Multiple Irregularities

dar		estar		haver		ir		ser		ver	
dou	damos	estou	estamos	hei	havemos	vou	vamos	sou	somos	vejo	vemos
dás	dais	estás	estais	hás	haveis	vais	ides	és	sois	vês	vedes
dá	dão	está	estão	há	hão	vai	vão	é	são	vê	vêem

Irregular *Eu* Form

pedir		conhecer		saber		ouvir	
peço	pedimos	conheço	conhecemos	sei	sabemos	ouço	ouvimos
pedes	pedis	conheces	conheceis	sabes	sabéis	ouves	ouvis
pede	pedem	conhece	conhecem	sabe	sabem	ouve	ouvem

fazer		dizer		trazer		valer	
faço	fazemos	digo	dizem	trago	trazemos	valho	valemos
fazes	fazeis	dizes	dizeis	trazes	trazeis	vales	valeis
faz	fazem	diz	dizem	traz	trazem	vale	valem

Other Irregularities

sair		ter		vir		pôr	
saio	saímos	tenho	temos	venho	vimos	ponho	pomos
sais	saís	tens	tendes	vens	vindes	pões	pondes
sai	saem	tem	têm	vem	vêm	põe	põem

B. Multiple Irregularities
1. dou **2.** é **3.** temos **4.** vai **5.** estamos **6.** vêem **7.** damos **8.** vê **9.** dão **10.** sou **11.** vão **12.** há
Irregular *Eu* Form
1. pede **2.** trago **3.** ouvimos **4.** digo **5.** faço **6.** fazem **7.** sei **8.** conheço **9.** peço **10.** valho **11.** trazemos **12.** fazem
Other Irregularities
1. saio **2.** saímos **3.** vêm **4.** têm **5.** vem **6.** saio **7.** põe **8.** tem **9.** põem **10.** temos **11.** vimos **12.** vêem

C. Multiple Irregularities
1. dou **2.** são **3.** vão **4.** dão **5.** somos **6.** há **7.** estás **8.** vê **9.** há **10.** sou
Irregular *Eu* Form
1. peço **2.** conheço **3.** valho **4.** trago **5.** faço **6.** digo **7.** sei **8.** ouço
Other Irregularities
1. saímos **2.** tenho **3.** vem **4.** vimos **5.** tem **6.** sai **7.** ponho **8.** temos **9.** propões **10.** vem

E. **1.** *Estar* has an accent for the *você* present conjugation— *Como está*? **2.** *Conhecer* has an irregular *eu* form for the present—*Não conheço...* **3.** *Ser* is irregular in the *eu* form—*Sou missionário...* **4.** *Saber* has an irregular *eu* form in the present—*Sei que a Igreja...* **5.** *Ter* is irregular in a few forms—*Tem uma família?* **6.** *Abençoe* is a subjunctive form of *abençoar* that missionaries sometimes mistake for the present tense because the subjuncitve is used in prayers. The correct form for this sentence is *abençoa—Deus nos abençoa...*

F. **1.** Tenho... **2.** Estão... **3.** Não ouço... **4.** Correct **5.** Correct **6.** ...o que dizemos... **7.** ...ouvem as nossas... **8.** Há... **9.** Correct **10.** Correct **11.** Têm... **12.** Cresço... **13.** Ofereço **14.** exerço

G. **1.** estou; fazeis; digo; tendes
2. Éter 12:27—dou; **Alma 32:18—**é, digo, tem

Review: Possession and Ownership

A. Deus é **o nosso** Pai Celestial. Ele **tem** um plano para todos nós. **O plano de Deus** nos permite voltar a viver na Sua presença se seguimos **os Seus** mandamentos. Às vezes **temos** provas **na nossa** vida, mas esta experiência na terra é uma bênção. Deus quer se comunicar conosco para nos ajudar a superar estas provas. Podemos receber respostas **às nossas** orações se temos fé nele.

B. **1.** ...pelo nosso profeta. (Possessives) **2.** Nossa vida... (Possessives) **3.** ...as minhas metas (Possessives) **4.** Temos uma mensagem... (Present: Irregular) **5.** Não tenho nenhuma... (Present: Irregular) **6.** ...suas orações. (Possessives) **7.** ...podem ser suas. (Possessives) **8.** Suas decisões... (Possessives) **9.** ...aos seus amigos... (Possessives) **10.** O plano de Deus se chama... (Possessives) **11.** Deus tem... (Present: Irregular) **12.** Quero obedecer os mandamentos de Deus... (Possessives) **13.** ...ouvir a nossa mensagem? (Possessives) **14.** ...as nossas oportunidades. (Possessives) **15.** ...é sua? (Possessives) **16.** ...são minhas. (Possessives) **17.** ...nos nossos dias. (Possessives) **18.** Seus escritos... (Possessives) **19.** Todos temos a oportunidade... (Present: Irregular) **20.** ...na sua vida? (Possessives)

C. **1.** nossa **2.** Tenho **3.** seus **4.** têm **5.** meu **6.** sua **7.** nosso **8.** Seus **9.** os mandamentos de Deus **10.** meu **11.** têm **12.** Nossas **13.** sua **14.** nosso **15.** meu **16.** Minha **17.** vossas **18.** tem

E. **2.** ...descendente direito de Leí...; Tenho motivo...; ...meu Deus...; ...meu Salvador Jesus Cristo...; ...nossos pais...; ...meu povo...; ...nossas almas.

Gender and Pluralization

A. **1.** o **2.** o **3.** a **4.** a **5.** o **6.** o **7.** a **8.** o **9.** o **10.** a **11.** o **12.** a **13.** a **14.** o **15.** o **16.** o **17.** a **18.** a **19.** a **20.** o **21.** a **22.** a **23.** o **24.** o **25.** a **26.** a **27.** o **28.** o **29.** a **30.** a **31.** a **32.** a

B. **1.** um **2.** um, maravilhoso **3.** os nossos **4.** a **5.** um **6.** cristãos **7.** uma **8.** uma **9.** a **10.** uma

C. **1.** Correct **2.** Correct **3.** Correct **4.** *Parte* is a feminine noun—*A parte...* **5.** *Luz* is a feminine noun—*A luz...* **6.** *Tribo* is a feminine noun—*A tribo...* **7.** Correct **8.** *Chaves* is a feminine noun—*...as chaves...* **9.** *Leis* is a feminine noun—*...as leis...* **10.** Correct **11.** *Ajuda* is a feminine noun - *...a ajuda...* 12. *Rua* is a feminine noun - *...numa rua...* **13.** Correct **14.** *Imagem* is a feminine noun - *...na imagem...* **15.** Correct **16.** Correct

D. Devemos seguir **o** profeta. Ele tem **as** chaves do sacerdócio e pode receber **a** revelação que Deus quer dar aos Seus filhos. Quando seguimos **as** palavras dos profetas, recebemos **as** bênçãos que Deus promete. A obediência é **uma** parte importante **do** plano de Deus. Quando eu obedeço os mandamentos que os profetas ensinam, sinto **o** amor de Deus e sou mais feliz. Vocês também podem ter **estas** bênçãos se estão dispostos a seguir o profeta. Ao fazê-lo, demostrarão **a** fé que têm em Deus.

Articles

A. **1.** a **2.** os **3.** as **4.** a **5.** os **6.** o **7.** as **8.** o **9.** a **10.** o **11.** a **12.** as

B. **1.** o **2.** Uma **3.** do **4.** um **5.** Os **6.** a **7.** As **8.** o **9.** Os **10.** uma **11.** A **12.** uma

C. **1.** No Article **2.** a **3.** No Article **4.** o **5.** um **6.** No Article **7.** No Article **8.** um **9.** No article **10.** um **11.** No article **12.** um

D. **1.** O bom **2.** O dom do Espírito Santo **3.** As escrituras são importantes. **4.** O difícil **5.** O/A senhor/a é uma boa pessoa. **6.** O batismo é essencial. **7.** O engraçado **8.** Meu amigo também é missionário. **9.** As famílias são eternas. **10.** O interessante **11.** Vamos ao apartamento **12.** O presidente Monson recebe a revelação.

E. **1.** Unlike English, Portuguese must use the definite article in this sentence and it will form a contraction with the preposition—*Vamos à igreja...* **2.** The definite article must be used with titles such as *irmão—O irmão Pereira é muito prestativo.* **3.** To refer to every member of a class (like members), the definite article must be used—*Os membros...* **4.** The definite article must be used when referring to nouns as a whole or in an abstract sense—*A fé é necessária.* **5.** *Um* generally does not come before *outro*—*...é outro testamento de Jesus Cristo.* **6.** The indefinite article is never used when using *ser* and expressing an occupation—*O bispo é dentista.* **7.** The definite article must be used here—*Ele é o melhor.* **8.** Portuguese uses the definite article when saying what page something is on—*Está na página 1*6.

F. **1.** O difícil é que... **2.** Os apóstolos... **3.** A verdade... **4.** Correct **5.** O batismo... **6.** ...do profeta. **7.** ...está na página... **8.** Os missionários... **9.** Correct **10.** Correct **11.** ...é membro? **12.** Outro princípio...

Adjectives and Agreement

A. **1.** Geral, *General* **2.** muitas, *many* **3.** terrestre, *earthly* **4.** significativa, *meaningful* **5.** poderoso, *powerful* **6.** feliz, *happy* **7.** forte, *strong* **8.** curto, *short* **9.** boa, *good* **10.** direita, *direct*

B. **1.** bons **2.** autorizados **3.** amorosa **4.** muita **5.** maravilhosa **6.** inspiradas **7.** honesta **8.** forte **9.** imperfeito **10.** sincera **11.** obedientes **12.** fracos

C. **1.** verdadeiro (also: correto, sagrado) **2.** justos **3.** sagradas **4.** preferido **5.** corretas (also: justas, difíceis) **6.** sagrados (also: verdadeiros) **7.** difícil **8.** suaves (also: sagrados)

D. **1.** escrituras sagradas **2.** dispensação final **3.** morte física **4.** maravilhosos pais **5.** antigo companheiro **6.** filhos espirituais **7.** bispo amigável **8.** reino celestial **9.** melhor amigo **10.** ceremônia sagrada **11.** pessoa autorizada **12.** família eterna

E. **1.** muitos homens **2.** boa vontade **3.** atos abnegados **4.** ato abnegado **5.** lei eterna **6.** própria vontade **7.** poderes terríveis **8.** dores mortais

F. **Note:** Adjectives must always agree with something, even if it is not expressed. Problems with agreement are some of the most persistent for English speakers. There is also a tendency to mix up *feliz* (happy) with *felicidade* (happiness). Another common error occurs because many English speakers, after learning that the adjective usually follows the noun, make adjectives follow the noun even when they shouldn't.
1. The adjective *verdadeiro* must agree with the noun it is describing—*A Igreja* é *verdadeira.* **2.** The adjective *outro* must agree with the noun it is describing—...uma*outra pessoa.* **3.** The adjective *grato* must agree with the noun it is describing, which in this case is *nós—Somos muito gratos.* **4.** The adjective *muito* must agree with the noun it is describing—*Há muita gente...* **5.** *Contente* is neutral and does not change with gender, only with number—*A irmã Barros está contente.* **6.** The adjective *bom* must agree with the noun it is describing—*A lição foi muito boa.* **7.** The word *feliz* is an adjective that means **happy**. To say that we can have **happiness**, you must use the noun *felicidade—Podemos ter felicidade...* **8.** "Esposa amigável" would imply that he has more than one wife, the kind one being distinguished from the others—*Conhecemos a sua amigável esposa.* **9.** When placed after a noun (like *mulher), grande* means "large"—*Maria foi uma grande mulher.*

G. **1.** ...profeta verdadeiro **2.** As pessoas obedientes... **3.** ...são maravilhosas. **4.** Correct **5.** Correct **6.** Correct **7.** ...famoso pai... **8.** ...sentimentos consoladores. **9.** Correct **10.** ...são muito importantes. **11.** Correct **12.** Correct **13.** Meu antigo companheiro... **14.** ...levamos roupa branca. **15.** ...livro vermelho. **16.** Correct

H. **1. a.** The adjectives *grandes* and *maravilhosas* go before the noun *obras* because Nephi is not distinguishing them from any other works God has done; he is just highlighting the fact that the works God shows him are great and marvelous. **b.** Placing either of these adjectives after the noun would serve to distinguish them from other works of God.

Demonstratives

A. **1.** este, *this*; estas, *these* **2.** aquela, *that* **3.** esse, *that* **4.** esta, *this* **5.** estes, *these* **6.** esses, *those* **7.** essas, *those* **8.** aqueles, *those*

B. **1.** estes **2.** esta **3.** este **4.** Estas **5.** Estes **6.** Esta **7.** estas **8.** esta

C. **1.** essa **2.** esse **3.** essas **4.** esses **5.** esses **6.** esse **7.** essa **8.** essas

D. **1.** *Dia* is a masculine singular noun, so it requires the demonstrative *este—...por este dia.* **2.** *Estos* does not exist. The masculine plural that should be used for this sentence is *estes—Estes versículos.* **3.** *Pessoas* is a feminine plural noun, so it requires the demonstrative *estas—Estas pessoas...* **4.** *Essos* does not exist. The masculine plural that should be used for this sentence is *esses—Esses membros são fiéis.* **5.** *Canção* is a feminine singular noun, so it requires the demonstrative pronoun *esta—Esta é a minha canção...* **6.** *Lição* is a feminine singular noun, so it requires the demonstrative *essa—Essa lição...*

E. **1.** Esta lei... **2.** Correct **3.** Correct **4.** Naqueles dias... **5.** Correct **6.** Nessa visão… **7.** Correct **8.** Correct **9.** Correct **10.** … estes mandamentos… **11.** Essas pessoas… **12.** …aquelas pessoas. **13.** Essa mulher… **14.** Correct **15.** Naquela época... **16.** Correct

G. **2.** "Este povo" refers to Alma and Helaman's people. "Aquele povo" refers to the Jaredites (the people who produced the plates). Alma uses demonstratives to distinguish between a group of people who are close to his experience and those who are far from it.

Relatives

A. **1.** Noé foi um profeta que o povo rejeitou. **2.** As pessoas que se arrependam são perdoadas. **3.** O batismo é um convênio que demonstra o nosso desejo de seguir Deus. **4.** O casamento eterno é um convênio que fazemos no templo. **5.** O pecado é um obstáculo que nos impede de viver com Deus. **6.** Na vida temos experiências que nos trazem felicidade e dor. **7.** A fé é um princípio que as escrituras ensinam. **8.** A ressurreição é uma bênção que todas as pessoas recebem. **9.** Nosso corpo é um dom que Deus nos deu. **10.** Deus abençoa as pessoas que pagam um dízimo completo.

B. **1.** que **2.** que **3.** quem **4.** que **5.** quem **6.** que **7.** que **8.** quem

C. **1.** o que **2.** qual **3.** qual **4.** o que **5.** que **6.** qual **7.** o que **8.** o que **9.** o que **10.** que

D. **1.** *Que* must always be used where **that** can be used in English—*O livro que José Smith traduziu...* **2.** *Que* must always be used where **that** can be used in English—*Havia um jovem que se chamava...* **3.** *Quem* can only be used after a preposition or after a pause (commas in writing)—*...é a pessoa que dirige a Igreja.* **4.** When **what** would be used in English where it is not acting as an adjective, followed by *ser*, or making a selection between a set of items *o que* must be used—*...seguir o que dizem...* **5.** *Que* cannot be used with a preposition to refer to a person; *quem* must be used instead—*...é a pessoa com quem...* **6.** Sentences never end in prepositions in Portuguese. *Sobre* must precede *qual - ...sobre o qual falávamos.* **7.** *Razão* must be used with *que* in sentences like this—*A razão que estamos aqui...* **8.** *Em* and *o que* do not form a contraction. *Em* takes the place of the *o—...é uma maneira em que...* **9.** *Que* cannot be used with long prepositions like *por medio de*; *qual* is usually used—*...é o poder*

por meio do qual podemos... **10.** *Quem* can only be used after a preposition or after a pause (commas in writing) and is never pluaralized—*as pessoas que oram...*

E. **1.** Correct **2.** ...um profeta que ensinou... **3.** ...o que devemos fazer. **4.** ...em que... **5.** ...pelo qual... **6.** ...alguém que tenha... **7.** ...do qual... **8.** Correct **9.** ...um livro que se chama... **10.** A razão que... **11.** ...que é... **12.** Correct **13.** ..de quem o meu companheiro fala... **14.** Correct **15.** ...o que se sente... **16.** Correct

F. Até as coisas *que* existiram desde o princípio...; ...por meio do seu Filho Unigénito, *que* estava no seio do Pai...; *de quem* testemunhamos, e o testemunho *que* prestamos é a plenitude do Evangelho de Jesus Cristo, *que* é o Filho, *o qual* vimos e *com quem* conversamos na visão celestial.; Pois enquanto trabalhávamos na tradução *que* o Senhor nos designara, chegamos ao vigésimo nono versículo do quinto capítulo de João, *que* nos foi dado como segue:

Suffixes

A. **1.** cachorrinho **2.** papelzinho **3.** jovenzinho **4.** cadeirinha **5.** avozinha **6.** jovenzinhos **7.** coisinha **8.** amiguinhos **9.** casinha **10.** cartinha

B. **1.** muitíssimas **2.** finíssimo **3.** boazinha **4.** muitíssimos **5.** riquíssima **6.** santíssimo **7.** muitíssimo **8.** muitíssimo **9.** grandíssimo **10.** lindíssimo

Review: Describing Objects and People

A. Deus revela **a** verdade chamando profetas. **Estes** profetas são homens **justos** que têm o sacerdócio, **o** qual é o poder de agir em nome de Deus. **Os** profetas nos ensinam acerca do plano que Deus tem para nós. Às vezes a gente rejeita os profetas. Quando **isto** acontece, se chama **uma** apostasia. Durante uma apostasia, não há ninguém que **tenha a** autoridade do sacerdócio. Contudo, Deus ama aos Seus filhos e sempre chama **um outro** profeta para restaurar a Sua Igreja. Se obedecermos aos profetas, vamos ser mais **felizes**. Quero obedecer as palavras **que** Deus nos dá por meio dos profetas.

B. Se você **orar** com **verdadeira** intenção e **tiver** fé e um coração **sincero**, Deus vai lhe dar uma resposta. Os sentimentos que **recebemos** do Espírito Santo são **poderosos**, mas às vezes são **suaves** e **mansos**. Estes sentimentos nos ajudam a saber que **a** resposta vem de Deus. Quando recebemos uma resposta, devemos estar dispostos a agir segundo **essa** resposta. Ao sentir estes sentimentos, vamos querer saber tudo possível sobre o evangelho. Eu lhe prometo que se **fizer isto**, a sua vida vai melhorar.

C. **1.** ...as Autoridades Gerais... (Gender and Number) **2.** ...é verdadeira. (Adjectives and Agreement) **3.** Os profetas... (Articles) **4.** As famílias... (Articles) **5.** Assistirá a igreja conosco no domingo? (Contractions of Prepositions and Articles) **6.** Esses capítulos... (Demonstratives) **7.** Conhece este livro? (Demonstratives) **8.** ...é outro testamento... (Articles) **9.** ...o capítulo que lhe demos? (Relatives) **10.** Não há nada que seja... (Present Subjunctive: Adjective Clauses) **11.** Há muitíssimas coisas... (Adjectives and Agreement) **12.** Os pai devem... (Articles) **13.** A razão que obedeço... (Relatives) **14.** ...que fala... (Present Indicative/Present Subjunctive) **15.** ...um profeta que recebeu... (Relatives) **16.** Este mês... (Demonstratives) **17.** Quero seguir o que o profeta... (Relatives) **18.** Não há nada que possa... (Present Subjunctive) **19.** ...estes versículos? (Demonstratives) **20.** Nosso labor... (Adjectives and Agreement) **21.** ...são muito especiais. (Adjectives and Agreement) **22.** A fé é o primeiro princípio... (Articles) **23.** ...uma foto do templo. (Articles) **24.** Tem uma pergunta? (Articles) **25.** ...é um homem que ama... (Present Subjunctive) **26.** Os líderes locais... (Articles) **27.** ...é mecânico? (Articles) **28.** ...profetas verdadeiros... (Adjectives and Agreement) **29.** ...são importantes. (Adjectives and Agreement) **30.** Os profetas... (Gender and Number)

D. **1.** A fé sincera é muito importante. **2.** Essa é uma boa pergunta. **3.** Sei que a Igreja é verdadeira. **4.** A gente que obedece recebe bênçãos/As pessoas que obedecem recebem bênçãos. **5.** Vamos falar do arrependimento. **6.** Sou missionário. **7.** Este versículo fala do arrependimento. **8.** As decisões que tomamos são importantes. **9.** O bispo, quem é o líder da ala, vive cerca daqui. **10.** Este é um livro verdadeiro. **11.** As pessoas com quem falamos são filhos de Deus. **12.** Os profetas ensinam a verdade. **13.** O arrependimento é o segundo princípio do evangelho. **14.** A oração é uma maneira em que pode perguntar a Deus. **15.** O profeta, quem recebe revelação, fala conosco. **16.** O bispo é uma pessoa maravilhosa. **17.** Este é um princípio importante. **18.** Minha família é mais unida por causa do evangelho. **19.** Lembro-me do dia do meu batismo. **20.** As famílias são muito importantes para Deus.

F. **1. Nouns (things that agree)**—homens (os, livres, livres); carne (a); coisas (as, dadas); liberdade (a); vida (a, eterna); Mediador (do, grande); homens (todos, os); cativeiro (o); morte (a); cativeiro (o); poder (o); diabo (do); homens (todos, os). **Articles used in Portuguese but not English—**os homens, as coisas, a liberdade, a vida eterna, os homens, o cativeiro, a morte, o cativeiro, o poder, os homens.

Verb + Infinitive

A. **1.** podemos ajudar **2.** costumam ser **3.** devemos fazer **4.** queremos compartilhar **5.** promete dar **6.** esperamos voltar **7.** quer abençoar **8.** deseja ajudar **9.** precisa orar **10.** queremos chegar

B. **1.** Quero compartilhar uma experiência. **2.** O Espírito Santo pode comfortar as pessoas. **3.** Tentamos ser como Cristo. **4.** Ele tentou orar. **5.** A vida pode ser difícil às vezes. **6.** Devemos sempre orar. **7.** Precisamos obedecer às leis de Deus. **8.** Tentamos ser melhor cada dia. **9.** Queremos compartilhar uma mensagem. **10.** Deus promete perdoar os nossos pecados. **11.** Esperamos receber respostas. **12.** Você pode mudar. **13.** Esperamos ver o seu amigo hoje. **14.** Precisamos renovar os nossos convênios. **15.** Podemos nos tornar semelhantes a Deus. **16.** Devemos tentar ser como Ele. **17.** Às vezes as pessoas não querem escutar aos profetas. **18.** Prometemos obedecer aos Seus mandamentos.

C. **1.** *Precisar* does not use a preposition to link to an infinitive—*Precisamos ter paciência.* **2.** *Escolher* does not use a preposition to link to an infinitive—*Adão e Eva escolheram comer...* **3.** *Prometer* does not use a preposition to link to an infinitive—*Deus promete nos dar...* **4.** *Ajudar* requires the preposition *a* to link to other verbs—*...nos ajuda a viver melhor.* **5.** *Tentar* does not use a preposition to link to an infinitive—*Já tentou deixar...* **6.** *Ensinar* requires the preposition *a* to link to other verbs—*...me ensinaram a orar.* **7.** *Começar* links to the infinitive, not the gerund, and uses the preposition *a*—*Quando começou a ler...?* **8.** *Terminar* links to the infinitive, not the gerund, and uses the preposition *de*—*Quando terminarmos de ler...* **9.** When using a verb + infinitive, the first verb is conjugated, and the second is not—*Podemos oferecer uma oração?* **10.** *Tentar* does not use a preposition to link to an infinitive—*Tentamos ser melhores...*

D. **1.** Correct **2.** ...tentou matar... **3.** ...escolher fazer... **4.** Correct **5.** Correct **6.** ...promete nos dar... **7.** ...ensina os apóstolos a orar. **8.** ...terminar de ler... **9.** ...quer ajudar... **10.** Correct **11.** ...seguir os profetas. **12.** Correct **13.** ...começou a ler... **14.** Correct **15.** ...deixar de fumar... **16.** ...nos ajudam a entender...

E. **1.** querer + infinitive **2.** escolher + infinitive **3.** começar + a + infinitive **4.** deixar + de + infinitive **5.** poder + infinitive **6.** esperar + infinitive **7.** tentar + infinitive **8.** ajudar + a + infinitive **9.** buscar + infinitive **10.** aprender + a + infinitive **11.** terminar + de + infinitive **12.** dever + infinitive **13.** decidir + infinitive **14.** costumar + infinitive **15.** animar + a + infinitive **16.** depender + de + infinitive **17.** prometer + infinitive **18.** tratar + de + infinitive **19.** terminar + de + infinitive **20.** desejar + infinitive

Commands

A. **1.** fala **2.** fales **3.** falai **4.** faleis **5.** fale **6.** fale **7.** falem **8.** falem **9.** falemos **10.** falemos

B. **1.** Passe-me **2.** Pense **3.** Ensine **4.** Esforce-se **5.** Leia **6.** Obedeça **7.** Ore **8.** Utilize **9.** Escute **10.** Escolha

C. **1.** Cante, Cantem, Cantemos **2.** Ajude, Ajudem, Ajudemos **3.** Escute, Escutem, Escutemos **4.** anote, anotem, anotemos **5.** Estude, Estudem, Estudemos **6.** Selecione, Selecionem, Selecionemos **7.** leia, leiam, leiamos **8.** Ore, Orem, Oremos **9.** Ensine, Ensinem, Ensinemos **10.** Peça, Peçam, Peçamos

D. **1.** The infinitive cannot be used in spoken commands—*Não fale* (*falem*, etc.) *inglês*. **2.** Command form—*Falemos sobre*... **3.** The *você* form requires the present subjunctive form—*você leia o versículo*. **4.** The infinitive cannot be used in spoken commands—...*compartilhe* (*compartilhem*, etc.) os seus sentimientos. **5.** The present subjunctive form must be used—*Não o leia sem orar.* **6.** The present subjunctive form must be used—*Não nos diga isso*. **7.** Assuming this is a *você* command, the form should be *desobedeça*—*Não desobedeça as regras.* **8.** The infinitive cannot be used in spoken commands—*Vá* (*Vão*, etc.) *à capela às 10:00.*

E. **1.** ...chegue/chega (cheguem, etc.) um pouco cedo. **2.** Correct **3.** Correct **4.** Faz... **5.** Correct **6.** Correct **7.** Escreve... **8.** Correct **9.** Preste... **10.** Correct (also, escuta) **11.** Leia... **12.** Correct (also, chame)

G. **1. DeC 45:3–5**—ouvi, contempla, poupa; **1 Ne. 7:12**—sejamos-lhe; **Moroni 7:33–34—**arrependei-vos, vinde, sede, tende; **DeC 18:10**—lembrai
2. ***Note:*** The first word listed is the informal command; the second word is the formal command. **3 Nefi 13:6**—entra/entre, ora/ore; **DeC 1:37**—Examinai/Examinem; **DeC 33:8–10**—Abri/Abram, arrependei-vos/arrependam-se, preparai/preparem, endireitai/endireitem; **DeC 88:63**—Achegai-vos/Achegem-se, procurai-me/procurem-me, pedi/peçam, batei/batam; **DeC 88:119**—Organizai-vos/Organizem-se, preparai/preparem, estabelecei/estabeleçam; **Jac**ó **2:18**—buscai/busquem; **João 1:46**—vem/venha, vê/veja; **Mosias 4:2**—tende/tenham, aplicai/apliquem

Por e Para

A. **1.** para **2.** para **3.** para **4.** por **5.** por **6.** para **7.** por **8.** para **9.** para **10.** por **11.** para **12.** por **13.** por **14.** por **15.** para

B. **1**. por **2**. para **3**. por **4**. por **5**. por **6**. para **7**. por **8**. por **9**. por **10.** para **11**. por **12**. para **13**. por

D. **1.** *Para* must be used for a specific point in time or a deadline—*...para a nossa próxima visita?* **2.** *Para* is used to show destination—*Vamos para a igreja...* **3.** *Para* must be used to say something is **intended for** someone—*Deus tem um plano para nós.* **4.** *Por* is used when giving a fixed time period—*...estiveram no deserto por* **40** *años.* **5.** *Por* is used to show where a feeling, such as gratitude, originates (in this case, from **our blessings**)—*Somos gratos pelas nossas bênçãos.* **6.** When expressing an opinion or judgment, *para* must be used—*Você é muito importante para Deus.* **7.** *Por* is used to show where a feeling, such as love, originates (in this case, from **us**)—*Deus tem muito amor por nós.* **8.** This sentence, as it is written, means the Book of Mormon was written **by us.** To say it was written **for us** (**intended for**), *para* must be used—*...foi escrito para nós.* **9.** *Por* must be used for an exchange (Christ paid the price **in exchange for** our sins)—*Cristo pagou o preço pelos nossos pecados*. **10.** To express the idea of **on behalf of**, *por* must be used—*...devemos orar pelos nossos inimigos.*

E. **1.** ...por nós. **2.** ...por nós **3.** ...por um momento... **4.** Para os membros... **5.** ...por dois anos. **6.** Correct **7.** Correct **8.** ...pelos nossos pecados. **9.** ...tem para nós? **10.** Correct **11.** ...trabalhava para uma companhia telefónica. **12.** Correct **13.** ...é um guia para nós. **14.** Correct **15.** Correct **16.** Correct

G. **1.** Os homens são ensinados para discernir.
Pela lei ningúem pode ser justificado, porque todos pecam.
Pela lei também somos caídos.
Deus enviou Jesus Cristo para nos salvar deste problema.

2. This scripture illustrates the purpose or intent of an action (in order to).
Veio para salvar os homens.
Veio para morrer por nós.
Para curar os enfermos e establecer sua igreja.
Para cumprir profecias.

Review: Expressing Desire, Need, Preference, etc.

A. Deus quer que **sejamos** felizes. Para receber as bênçãos que Deus tem **para** nós, temos **que** ser obedientes aos mandamentos. Se tentarmos obedecer em todo momento, vamos **[deleted]** estar mais perto de Deus e vamos ser mais felizes. Obedecer significa que fazemos boas coisas, mas também significa que deixamos as coisas que nos **afastam** de Deus. Se você quer ter mais felicidade na sua vida, **ore** a Deus e **peça** mais força para que possa ser obediente. Também deve **fazer** o esforço necessário e **ter a** fé que Deus o ajudará.

B. Se queremos que Deus **responda** às nossas orações sobre o Livro de Mórmon, **precisamos fazer** algumas coisas. Primeiro, precisamos **ler** o Livro. Logo devemos meditar sobre o que lemos. Depois, precisamos orar com um coração sincero e verdadeira intenção; temos **que** demonstrar a Deus que realmente queremos que nos **diga** a verdade. Se fizermos estas coisas, Deus **responderá** à nossa oração. Esta promessa é **para** todos e sei que você pode receber as respostas que **procura**.

C. **1.** Compartilhe/Compartilhem a sua experiência... (Commands) **2.** Gosto muitíssimo destes... (*Gostar*) **3.** Tento ser melhor... (Verb + Infinitive) **4.** Temos que obedecer... (Common Expressions) **5.** Quem quer ler...? (Verb + Infinitive) **6.** ...são para o nosso bem. (*Por e Para*) **7.** Gosta de aprender...? (*Gostar*) **8.** Vou tentar explicar... (Common Expressions) **9.** Se tiver perguntas, nos ligue. (Future Subj. & Commands) **10.** Meu companheiro gosta desta... (*Gostar*) **11.** O arrependimento me ajuda a estar... (Verb + Infinitive) **12.** Joseph estava esperando receber... (Verb + Infinitive) **13.** ...antes de começar a ler... (Verb + Infinitive) **14.** Se deixar de fumar... (Verb + Infinitive) **15.** Deus promete nos abençoar... (Verb + Infinitive) **16.** Estamos aqui para aprender... (*Por e Para*) **17.** Vamos falar... (Common Expressions) **18.** Preciso orar... (Verb + Infinitive) **19.** ...nos ensina a ter fé. (Verb + Infinitive) **20.** Precisamos ajudar... (Verb + Infinitive) **21.** Vamos terminar por ler o versículo... (Verb + Infinitive) **22.** ...escolher fazer o bem. (Verb + Infinitive) **23.** Não o faça... (Commands) **24.** Por favor, nos diga... (Commands) **25.** ...muito amor por nós. (*Por e Para*) **26.** Se queremos que Deus nos responda... (Present Subjunctive) **27.** Pode dizer... (Verb + Infinitive) **28.** Não nos importa se tem... (*Importar*) **29.** ...por 40 dias. (*Por e Para*) **30.** Faltam três versículos... (*Faltar*)

D. **1.** Leia dois capítulos hoje à noite. **2.** Adoro ver o templo. **3.** Vamos falar do arrependimento. **4.** Quero compartilhar o meu testemunho. **5.** Precisamos orar para receber uma resposta. **6.** Tenho uma pergunta para você. **7.** Deus tem bênçãos para vocês. **8.** Gosto muito deste capítulo. **9.** Deus quer que receba bênçãos. **10.** Gosto de ler estes capítulos. **11.** Pense por um momento no amor que Deus tem por vocês. **12.** Deus quer abençoar os Seus filhos.. **13.** Aprendemos a ter fê por meio das escrituras. **14.** As escrituras nos ensinam a obedecer os mandamentos. **15.** Estudem estes versículos para a nossa próxima

visita. **16.** Queremos que leiam estes capítulos. **17.** Devemos ser gratos pelas nossas bênçãos. **18.** Vou oferecer a oração. **19.** Temos que obedecer. **20.** O plano de Deus é para todos.

F. **1.** ...para o bem...; ...para que ele possa velar...; ...serás elevado...; ...poderia fazer...; ...foi preparada para mostrar...; ...deveriam seguir...; ...funcionava para eles...; ...fé para acreditar...; poderia fazer...;

Present: Regular

A.

ensinar		andar		praticar		contar		amar	
ensino	ensinamos	ando	andamos	pratico	praticamos	conto	contamos	amo	amamos
ensinas	ensinais	andas	andais	praticas	praticais	contas	contais	amas	amáis
ensina	ensinam	anda	andam	pratica	praticam	conta	contam	ama	amam

estudar		trabalhar		escutar		ajudar		falar	
estudo	estudamos	trabalho	trabalhamos	escuto	escutamos	ajudo	ajudamos	falo	falamos
estudas	estudais	trabalhas	trabalhais	escutas	escutais	ajudas	ajudais	falas	falais
estuda	estudam	trabalha	trabalham	escuta	escutam	ajuda	ajudam	fala	falam

B. **1.** Falo **2.** Praticais **3.** Ajudais **4.** (Ele) pratica **5.** (Você) escuta **6.** Conto **7.** Ando **8.** (Ela) escuta **9.** (Eles) ensinam **10.** (Ela) trabalha **11.** Os élderes amam **12.** (Eles) ajudam **13.** Andamos **14.** Deus ama **15.** Falamos **16.** Estudas **17.** (Ele) trabalha **18.** (Você) estuda

C. **1.** ensinam **2.** amais **3.** testificamos **4.** amo **5.** ensina **6.** agem **7.** cantas **8.** ama **9.** aprecio **10.** estudamos **11.** trabalha **12.** restaura

D.

aprender		comer		prometer		beber		ler	
aprendo	aprendemos	como	comemos	prometo	prometemos	bebo	bebemos	leio	lemos
aprendes	aprendeis	comes	comeis	prometes	prometeis	bebes	bebeis	lês	ledes
aprende	aprendem	come	comem	promete	prometem	bebe	bebem	lê	lêem

crer		vender		romper		correr		compreender	
creio	cremos	vendo	vendemos	rompo	rompemos	corro	corremos	compreendo	compreendemos
crês	credes	vendes	vendéis	rompes	rompéis	corres	correis	compreendes	compreendeis
crê	crêem	vende	vendem	rompe	rompem	corre	correm	compreende	compreendem

E. **1.** Creio **2.** Comes **3.** Rompes **4.** Aprende **5.** Lê **6.** Aprendo **7.** Vendo **8.** Bebe **9.** Prometem **10.** Compreende **11.** Os élderes lêem **12.** Comem **13.** Rompemos **14.** Bebem **15.** Prometemos **16.** Vendes **17.** Corre **18.** Crê

F. **1.** vendo **2.** creis **3.** aprendo **4.** cremos **5.** aprendes **6.** corre **7.** lêem **8.** lemos **9.** prometem **10.** aprende **11.** rompéis **12.** comes

G.

construir		existir		abrir		assistir		agir	
construo	construimos	existo	existimos	abro	abrimos	assisto	assistimos	ajo	agimos
construis	construís	existes	existis	abres	abris	assistes	assistis	ages	agis
construi	construem	existe	existem	abre	abrem	assiste	assistem	age	agem

decidir		cobrir		distinguir		cumprir		conferir	
decido	decidimos	cubro	cobrimos	distingo	distinguimos	cumpro	cumprimos	confiro	conferimos
decides	decidis	cobres	cobris	distingues	distinguis	cumpres	cumpris	conferes	conferis
decide	decidem	cobre	cobrem	distingue	distinguem	cumpre	cumprem	confere	conferem

H. **1.** Existimos **2.** Decidis **3.** Ages **4.** Constrói **5.** Age **6.** Confiro **7.** Cumpro **8.** Abrimos **9.** Construem **10.** Cobre **11.** Cumprem **12.** Cobrem **13.** Abro **14.** Assiste **15.** Assistimos **16.** Conferes **17.** Cumprimos **18.** Existem

I. **1.** agem **2.** assiste **3.** existimos **4.** decides **5.** confiro **6.** cumpro **7.** cobris **8.** construem **9.** assistimos **10.** decide **11.** existem

J. **1.** reconhecemos **2.** dependemos **3.** aceitamos **4.** aplicamos **5.** significa **6.** confiamos **7.** Cremos **8.** cremos **9.** deseja **10.** encoraja **11.** conduze **12.** centraliza

Translation
Faith in Jesus Christ
We recognize that we can return to live with our Heavenly Father if we depend on the grace and mercy of His Son. When we have faith in Christ, we accept and apply His atonement and teachings. This means that we trust in Him. We believe in Christ and we believe that He desires our salvation. Faith impulses people to act. Faith leads to forgiveness of sins and is centered on Jesus Christ.

K. **1.** *aprender* is an *-er* verb—*Você aprende...* **2.** Verbs must be conjugated according to the subject—*Deus ama a todos...* **3.** *A gente* is a singular subject—*A gente assiste...* **4.** *Minha família* is a singular subject—*Minha família vive...* **5.** *As missionárias* is a third-person plural—*As missionárias estudam...* **6.** *ensinar* is an *-ar* verb—*Os profetas ensinam...* **7.** Verbs must be conjugated according to the subject—*Eu leio as escrituras.* **8.** *Investigadores* is a third-person plural—*Os investigadores acreditam...*

L. **1.** ...que Deus existe **2.** Correct **3.** ...quando nós sofremos. **4.** ...Ensinamos e pregamos... **5.** Correct **6.** Correct **7.** ...oro... **8.** ...Eles praticam e estudam.

M. **1.** Você ama a Deus. **2.** Devemos obedecer. **3.** Os missionários dependem no Senhor. **4.** Testifico que temos um profeta. **5.** Vocês escrevem perguntas sobre o Livro de Mórmon. **6.** Decidimos servir o Senhor. **7.** Muitas pessoas vivem sem o evangelho. **8.** Crê em Deus? **9.** Ensino o evangelho pelo Espírito. **10.** Ajudamos aos nossos companheiros. **11.** Vocês falam português com a ajuda do Senhor. **12.** Aprecias o Salvador. **13.** Eles recebem muitas bênçãos. **14.** Oramos em nome de Jesus Cristo. **15.** Deus responde quando oramos.

O. **1.**

aprender		explicar		ler		significar		compartilhar	
aprendo	aprendemos	explico	explicamos	leio	lemos	significo	significamos	compartilho	compartilhamos
aprendes	aprendeis	explicas	explicais	lês	ledes	significas	significais	compartilhas	compartilhais
aprende	aprendem	explica	explicam	lê	lêem	significa	significam	compartilha	compartilham

a. Eu aprendo das escrituras. Nós aprendemos das escrituras.
b. As escrituras explicam que Deus nos ama. Os profetas explicam a missão de Jesus Cristo
c. Você lê as escrituras. Eu leio o Livro de Mórmon todos os dias.

P. **1.** falamos, pregamos, profetizamos, escrevemos

Verb Comparisons

A. **1.** tocar **2.** conhece **3.** pedir **4.** deixar **5.** deixamos **6.** brincar **7.** sabem **8.** conheço **9.** perguntou **10.** sair

B. **1**. In this sentence, **ask** is used in the sense **to ask for something**, so *pedir* must be used—*Se pedirmos bênçãos...* **2**. In this sentence, **know** is used in the sense **to know a fact**, so *saber* must be used—*Sabe que Deus...* **3**. In this sentence, **know** is used in the sense **to know someone**, so *conhecer* must be used—*Deus conhece aos Seus filhos.* **4**. In this sentence, **know** is used in the sense **to know someone**, so *conhecer* must be used—*Conhece ao irmão...?* **5**. In this sentence, **leave** is used in the sense **to leave a place**, so *sair* must be used—*...antes de sair do nosso apartamento.* **6**. In this sentence, **ask** is used in the sense **to ask for something**, so *pedir* must be used—*Enos pediu perdão...* **7**. In this sentence, **ask** is used in the sense **to ask a question**, so *perguntar* must be used—*Pode perguntar a Deus...* **8**. In this sentence, **leave** is used in the sense **to leave something behind**, so *deixar* must be used—*Vamos deixar um livro...* **9**. In this sentence, **play** is used in the sense **to play an instrument**, so *tocar* must be used—*Para aprender a tocar o piano...* **10**. In this sentence, **play** is used in the sense **to play a game or sport**, so *jogar* must be used—*Decidi não jogar futebol...*

C. **1.** Decidi perguntar a Deus... **2.** Correct **3** Correct **4.** Correct **5.** Correct **6.** Correct **7.** Conhece à nossa Igreja? **8.** Correct **9.** Perguntamos em oração... **10.** Vamos sair do nosso... **11.** Correct **12.** Correct **13.** Correct **14.** Correct **15.** Correct **16.** Sabe quando começam...?

Adverbs

A. **1.** literalmente **2.** plenamente **3.** eternamente **4.** espiritualmente **5.** somente **6.** completamente **7.** fisicamente **8.** abundantemente **9.** somente **10.** diariamente

B. **1.** honestamente **2.** constantemente **3.** individualmente **4.** voluntariamente **5.** diariamente **6.** mutuamente **7.** semanalmente **8.** eternamente **9.** plenamente **10.** realmente **11.** abundantemente **12.** finalmente

C. **1.** Eu gosto muito de ensinar. **2.** Participamos semanalmente no sacramento. **3.** Conheço bem o meu companheiro. **4.** Oro diariamente para ter o Espírito. **5.** Quero muito aprender mais sobre a Expiação. **6.** Como pode viver o evangelho diariamente? **7.** Quero resumir brevemente este princípio. **8.** Devemos assistir o templo regularmente. **9.** Deus nos abençoa tanto temporal como espiritualmente. **10.** Devemos viver os mandamentos fielmente para receber o perdão.

D. **1.** *Realamente* is not a real adverb—*Realmente cremos em Deus....* **2.** *Espiritualamente* is not a real adverb—*...nos fortalece espiritualmente.* **3.** *Brevamente* is not a real adverb—*...compartilhar o nosso discurso brevemente* **4.** *Atualmente* means **at the present time**, not **actually**. To say **actually**, use *na verdade somos missionários...* **5.** Unless there is a change in subject after *antes* (in which case *que* + the subjunctive is used), the formula is *antes + de + infinitive—...antes de começar a lição.* **6.** *Melhor* means better and should be used here - *...melhor que ensinar...* **7.** *Perto* requires *de* after it to link to a noun—*... vive perto da capela.* **8.** *Muito* should go right after *gosto—Eu gosto muito do Livro de Mórmon.* **9.** *Firmamente* is not a real adverb—*...acredita firmemente...* **10.** *Em frente* requires *de* after it to link to a noun—*A loja fica em frente da capela.*

E. **1.** Correct **2.** Correct **3.** ...constantemente **4.** Na verdade, somos... **5.** Realmente... **6.** Gostamos muito desta história. **7.** ...imediatamente depois... **8.** ...perto da capela. **9.** Depois de ensinar... **10.** ...fielmente **11.** ...espiritual e temporariamente. **12.** Conheço bem ao irmão...

F. **Alma 9:24**—expressamente, firmemente, completamente; **DeC 88:78**—diligentemente, perfeitamente; **DeC 90:24**—diligentemente; **DeC 97:1**—verdadeiramente, zelosamente; **Moisés 3:5—**espiritualmente, fisicamente; **Enos 1:3**—frequentemente, profundamente.

Future

A. **1.** vai **2.** vai **3.** vais **4.** vai **5.** vou **6.** vou

B. **1.** receberá 2. Será 3. falará 4. mudará 5. iremos 6. farei

C. **1.** Lerá a introdução? **2.** Irão à Escola Dominical depois desta reunião. **3.** Você se batizará (*or* será batizado) este domingo? **4.** Oraremos depois da lição. **5.** Invitarão um investigador na próxima semana? **6**. Você entenderá o Livro de Mórmon. **7.** Viverá a Palavra de Sabedoria? **8.** Amanhã teremos o dia de preparação. **9.** Hoje falaremos sobre o plano de salvação. **10.** Pagará o seu dízimo? **11.** Se prepararão como família para assistir o templo e ser selados? **12.** Seguirá este plano para vencer este vício?

D. **1.** *Saberá* must be used—*Se orar, saberá(s) que...* **2.** The one-word future can never be the main verb of the **if** part of an **if-then**. The correct form would be the future subjunctive, *nos prepararmos—Se nos prepararmos, teremos o Espírito.* **3.** *Quererá* must be used—*Acredito que quererá ler...* **4.** *Sairei* should be used—*Amanhã sairei para outra área.* **5.** The future can never be the main verb of the **if** part of an **if-then**. The correct form would be the future subjunctive, *perguntar—Se você perguntar, receberá...* **6.** *Fazer* is irregular in the future. The correct form is *fará—Que fará...?* **7.** The future can never be the main verb of the **if** part of an **if-then**. The correct form would be the future subjunctive, *arrepender-se—Se arrepender-se, Deus perdoará...* **8.** The future can never be the main verb of the **if** part of an **if-then**. The correct form would be the future subjunctive, *tiver—Se tiver fé...* **9.** *Virá* must be used—*Quando virá o bispo?* **10.** *Dizer* is irregular in the future. The correct form is *dirá—Não dirá as coisas...*

E. **1.** ...nos visitará... **2.** Correct **3.** Você invitará...? **4.** Correct **5.** Correct **6.** ...lhe dará... **7.** Correct **8.** Correct **9.** Correct **10.** ...lhe dará muitas...

G. seremos; iremos; receberemos; seremos; tornarão; viverão

H. **1. 39:12—**acontecerá, descansará, terás, estarei, irei; **49:26–7—**recebereis, ser-vos-á, irei, serei, estarei, sereis; 84:88—estarei, irei, estarei

Direct Object Pronouns

A. **1.** a **2.** a **3.** as **4.** o **5.** a **6.** o **7.** os **8.** o **9.** as **10.** nos **11.** o **12.** a **13.** me **14.** a

B. **Note:** In Brazil, the object pronoun usually precedes the verb; in most of these situations it is not so because you can not

begin a sentence with an object pronoun. **1.** Ajudamo-lo. **2.** Limpa-nos. **3.** Conhece-nos **4.** Vemo-lo **5.** Vi-o. **6.** Podemos as receber. **7.** Disse-a. **8.** Podemos o fazer. **9.** Construimo-los. **10.** Temo-lo. **11.** Vou o fazer! **12.** Compartilham-nos. **13.** Deus a abençoa. **14.** Amam-me. **15.** Recebemo-la **16.** Compartilham-na. **17.** Sobrepujamo-los/vencemo-los. **18.** Convida-o.

D. **1.** Direct object pronouns only have an *l* to take the place of an *r*, *s*, or *z*. Also, direct object pronouns usually precede the verb in Brazil— **1.** *Quando o leio...* **2.** *Ele* cannot be used as a direct object pronoun. The direct object in this sentence is an idea (*queremos voltar com Deus*), so it must be replaced by *o.* It also would precede the infinitive in Brazil—*Para o antingir...* **3.** *As escrituras* must be replaced by the direct object pronoun *as*. It comes before the infinitive in Brazil—*...devemos* as *ler...* **4.** *As ordenanças* as a direct object must be replaced by *as*. It before the infinitive in Brazil—*...para as realizar*. **5.** *Ele* cannot be used as a direct object pronoun. The direct object in this sentence is *o templo*, so it must be replaced by *o—Nós o visitaremos esta sexta*. **6.** A sentence cannot use a pronoun (like *vocês*) as a direct object - *Deus os ama muito.* **7.** *Verdade* is a feminine noun and must be replaced by *a—a revela por meio dos…* **8.** Direct object pronouns come before conjugated verbs in Brazil—*os chama.* **9.** Direct object pronouns usually come before conjugated verbs in Brazil—*...o fazemos...* **10.** *As famílias* as a direct object must be replaced by *as.* In Brazil, it would usually go before *ajuda—…e as ajuda a ser fortes.*

E. **1.** Correct **2.** Você a viu? **3.** Deus os chama... **4.** Correct **5.** ...e a amo muito. **6.** Eu o sei com todo o meu coração. **7.** Vocês o conhecem? **8.** Correct **9.** Correct **10.** Deus me abençoa muito. **11.** ...e o convidou...? **12.** ...quando o leio. **13.** Correct **14.** Correct **15.** Correct - But, in Brazil it would be *o fazer*. **16.** Correct

H. **1.** Direct objects—meus mandamentos, vida eterna.
2. Topic—**a árvore**

Verse 38 tratá-la	arrancá-la-eis
a abrasar	

3.

Scripture	Pronouns (verb)	What Pronouns Refer to	Scripture	Pronouns (verb)	What Pronouns Refer to
1 Ne. 17:36	a (habitassem)	a terra	2 Ne. 33:2	as (consideram)	muitas coisas
D&C 130:1–2	o (veremos)	o Salvador			
			Marcos 12:1–9	a (cercou)	uma vinha
D&C 123:12	a (encontrar)	a verdade		a (arrendou)	uma vinha
DyC 131:1–3	o (fizer)	entrar nesta ordem… (idea)		o (feriram)	um servo
	o (obter)	o reino mais alto		o (mandaram)	um servo
				o (apedrejando)	outro servo
				o (mandaram)	outro servo
1 Ne. 19:7–9	as (pisoteiam)	as coisas		o (tendo)	outro servo
	o (julgar)	Deus de Israel		o (enviou)	um seu filho
	o (açoitam)	Deus de Israel		o (matemos)	o herdeiro (um seu filho)
	o (ferem)	Deus de Israel		o (mataram)	o herdeiro (um seu filho)
	o (suporta)	os actos (idea)		o (lançaram)	o herdeiro (um seu filho)
			Amós 8:12	a (acharão)	palavra do Senhor
			Jeremías 1:5	te (formasse)	Tu
				te (conheci)	Tu
				te (santifiquei)	Tu
				te (dei)	Tu

Indirect Object Pronouns

A. **1.** lhe (Adão) **2.** nos **3.** nos **4.** te (Joseph Smith) **5.** me **6.** lhes **7.** me **8.** lhe **9.** nos **10.** nos **11.** me **12.** lhe

B. **1.** Deus nos providenciou um plano. **2.** O Espírito lhes ensinará o que fazer. **3.** A Expiação nos dá a paz. **4.** Eu lhe prometo que será mais feliz. **5.** Deus pode lhe dar a resposta que precisa. **6.** Poderia nos dar o seu endereço? **7.** Cristo lhes falou sobre a bondade. **8.** Jesus lhes deu a autoridade de agir no seu nome. **9.** Cristo lhe disse que nenhuma das igrejas era verdadeira. **10.** Quero fazer o que Deus me pede.

C. **1.** The indirect object is different from the direct object—*Eu lhe dei uma...* **2.** *Se* is not an indirect object pronoun. Also, *Maria* in this sentence is an indirect object so it is not necessary to have an indirect object pronoun—*O anjo disse a Maria que...* **3.** Indirect object pronouns usually go before conjugated verbs in Brazil—*Esta passagem nos ensina que...* **4.** In this sentence "the Book of Mormon" is not an indirect object pronoun.—Ele o deu à Maria. **5.** The indirect object is usually used in sentences like this that have *a* + **pronoun** (such as *a nós*)—*Deus nos promete a orientação...* (Note: the *a* + **pronoun** provides emphasis in these sentences) **6.** *Nos* is the indirect object pronoun that should be used - *Deus nos dá provas.* **7.** *A gente* is a singular noun, so *lhe* must be used instead of *lhes*—*...aquilo que os profetas lhe ensinavam.* **8. You** in this sentence is an indirect object, not a direct object—*Vamos lhe ensinar...* **9.** The indirect object pronoun is usually used in sentences like this that have *a* + **pronoun** (such as *a mim*)— *Soube que o Espírito estava me falando.* (Note: the *a* + **pronoun** provides emphasis in these sentences). **10.** The indirect object pronoun is usually used in sentences like this that have *a* + **pronoun** (such as *a ele*)—*O que lhe disse quando perguntou...* (Note: the *a* + **pronoun** provides emphasis in these sentences).

D. **1.** Acredita que Deus pode lhe responder? **2.** Correct **3.** Correct **4.** Deus nos apresentou...? **5.** Correct **6.** Seu amigo nos disse que... **7.** O que lhe disse...? **8.** Correct **9.** Deus nos mostra o seu amor... **10.** Correct

Prepositional Contractions

A. **1.** com + nós = conosco **2.** de + a = da **3.** em + os = nos **4.** a + a = à **5.** por + a = pela **6.** de + esta = desta **7.** em + este = neste **8.** a + aquela = àquela, em + o = no **9.** em + ele = nele **10.** de + a = da **11.** por + a = pela **12.** por + as = pelas, em + as = nas **13.** em + este = neste **14.** a + a = à **15.** em + uma = numa **16.** por + o = pelo **17.** com + nós = conosco **18.** em + essa = nessa

B. **1.** Ele é membro da igreja. **2.** Vocês vão à igreja este domingo. **3.** Jesus Cristo sofreu pelas pessoas do mundo. **4.** Ele é daquela outra igreja. **5.** Os apóstolos pregaram no templo. **6.** Vamos à casa do Irmão Do Vale. **7.** Os missionários estão num apartamento. **8.** Deus tem muito amor para conosco.

C. **1.** Joseph Smith foi o profeta da restauração. **2.** Correct. **3.** Duas vezes por ano recebemos instruções do profeta. **4.** Correct. **5.** Correct. **6.** Correct. **7.** Correct. **8.** Correct. **9.** Correct. **10.** Eu gosto desta igreja porque me sinto bem aqui. **11.** Correct **12.** Correct

E. **1.** ...saiba destas coisas..., ...mostradas pelo Santo Espírito...

Progressive and Present Participle

A. **1.** aprendendo **2.** falando **3.** obedecendo **4.** dizendo **5.** dormindo **6.** sentindo**7.** escutando **8.** servindo **9.** fazendo **10.** lendo **11.** recebendo **12.** caindo

B. **1.** Podemos sentir que o que estamos aprendendo é verdadeiro. **2.** Quando servimos os outros, estamos servindo a Deus. **3.** Muitas pessoas estão buscando a verdade. **4.** Estaremos ensinando a alguém a essa hora amanhã. **5.** Enquanto estava orando, podia sentir fortemente o Espírito. **6.** Está progredindo cada dia mais. **7.** Está cumprindo com os seus compromissos. **8.** Leí chamou a sua família enquanto estava comendo o fruto. **9.** Quando estamos passando por provas, precisamos nos lembrar de Deus. **10.** Está lendo todos os dias? **11.** Se está vivendo em retidão, sentirá o Espírito. **12.** Enquanto leio, penso, "O que o Espírito está me dizendo?"

C. **1.** *Estar*, not *ser*, is used to form the progressive—*Estamos falando com as pessoas...* **2.** Learners have a tendency to always use the imperfect form of *estar* for the past. However, if there is a time limit for the activity (such as *meia hora*), the preterit must be used—*Estivemos lendo...* **3.** The present progressive cannot refer to the future—*Na segunda falamos/vamos falar/falaremos de...* **4.** *Estar*, not *ser*, is used to form the progressive—*Você está progredindo muito.* **5.** Progressive is not normally used with verbs of motion—*Vamos à casa...* **6.** The present progressive cannot refer to the future—*Vai assistir/Assistirá à atividade...?* **7.** *Estar*, not *ser*, is used to form the progressive—*Estou aprendendo mais e mais...* **8.** The present progressive cannot refer to the future—*Vocês se batizam/vão se batizar/se batizarão no sábado.*

D. **1.** ...vamos ensinar/ensinaremos da fé. **2.** Correct **3.** Correct **4.** Correct **5.** Correct **6.** ...está escutando. **7.** Estão orando...? **8.** ...está servindo... **9.** Correct **10.** ...vão assistir/assistirão a uma atividade... **11.** Estou aprendendo... **12.** ...está falando... **13.** Vamos ao seu batismo... **14.** Já vêm... **15.** ...estava caindo... **16.** Correct

Reflexives

A. **1.** se preocupa **2.** nos dirigimos **3.** sinto-me **4.** esforço-me **5.** nos arrependemos **6.** se preparará **7.** me batizei **8.** se alegra **9.** nos comunicamos **10.** nos encontramos **11.** se comunicaram **12.** se comunicam **13.** se enganou **14.** nos abstemos

B. **1.** se preparar **2.** alegro-me **3.** prepararemos **4.** se levantou **5.** nos afastamos **6.** se batizou **7.** levantou **8.** nos mantemos **9.** nos aproximar **10.** batizou **11.** alegra **12.** nos afastamos **13.** nos aproximamos **14.** sinto **15.** me sinto **16.** nos mantemos

C. **Note:** Using reflexive verbs correctly requires knowing which verbs can be used reflexively and when they should be used reflexively. The best way to learn this is by using a good dictionary to study all the meanings of new verbs. **1.** *Abster-se* can only be used as a reflexive verb—*...nos abstemos de comer por duas refeições.* **2.** *Arrepender-se* can only be used as a reflexive verb—*Devemos nos arrepender de...* **3.** When melhorar is used reflexively, it means **to recover from sickness**. To get the correct meaning for this sentence, it cannot be used reflexively— *Tentamos melhorar todos os dias.* **4.** This sentence, as it is written, means **We want to bring God closer**. To express the meaning of **We want to get closer to God**, *aproximar* must be used reflexively—*Queremos nos aproximar a Deus.* **5.** Because this sentence has no direct object, the verb *separar* must be used reflexively—*...se separam quando morremos.* **6.** *Aproveitar-se*, when used reflexively, means **to take unfair advantage of**. To get the correct meaning for this sentence, it cannot be used reflexively—*Temos que aproveitar a Expiação.* **7.** This is a reciprocal reflexive, where the subjects are acting on each other. This requires a reflexive pronoun—*Vocês se conhecem (um ao outro)?* **8.** Because this sentence has no direct object, the verb *preparar* must be used reflexively, meaning **we prepare ourselves**—*Temos que nos preparar para o julgamento.* **9.** To say **someone opposes something**, *opor* must be reflexive and the preposition *a* must be used after- *Satanás se opõe ao plano de Deus.* **10.** *Sentir* has a direct object (*o Espírito*) in this sentence, so it cannot be used reflexively—*Sinto o Espírito...*

D. **1.** Como se sente...? **2.** Devemos aproveitar... **3.** Correct **4.** ...nos afastamos de Deus. **5.** Correct **6.** Correct **7.** Correct **8.** Ao orar nos comunicamos... **9.** Devemos nos esforçar... **10.** ...se conhecem bem? **11.** ...devia se unir. **12.** Correct **13.** Correct **14.** Sinto o amor... **15.** Você se arrependerá...? **16.** ...se reúnem.

H. **1.** se levantou, se extraviaram, perderam-se, empurraram-se, se estivessem, desviaram-se, perderam-se
2. encontrando-me, ajoelhei-me, se apoderou, me dominou, me travou, formou-se, paraceu-me, me livrasse, abandonar-me, senti-me

Passive Voice

A. **1.** A autoridade é perdida. **2.** As ordenanças são realizadas. **3.** Bênçãos são prometidas. **4.** O evangelho é ensinado. **5.** Os convênios são feitos. **6.** A verdade é revelada. **7.** A doutrina é mantida. **8.** Os princípios são aprendidos. **9.** Os milagres são realizados. **10.** Os testemunhos são escritos. **11.** As lições são preparadas. **12.** O poder é dado. **13.** Os pecados são perdoados. **14.** A Igreja é estabelecida. **15.** A inspiração é encontrada.

B. **1.** A Igreja foi restaurada por Deus. **2.** As escrituras foram escritas pelos profetas. **3.** O Livro de Mórmon foi traduzido por Joseph Smith. **4.** A verdade é ensinada pelo Espírito Santo. **5.** A Igreja foi organizada por Cristo. **6.** Os enfermos foram curados por Jesus Cristo. **7.** Os milagres foram realizados pelos apóstolos. **8.** A terra foi criada por Jesus Cristo. **9.** O evangelho foi ensinado pelos profetas. **10.** O pecado foi vencido por Jesus Cristo. **11.** Os profetas foram rejeitados pelas pessoas. **12.** Nossos pecados são perdoados por Deus.

C. **1.** Os membros fazem convênios. **2.** Deus nos julgará. **3.** As pessoas guardam os mandamentos. **4.** Morôni enterrou as placas na terra. **5.** A igreja usa os dízimos para edificar o reino de Deus. **6.** Deus enviou Jesus Cristo à terra. **7.** Deus perdoa os nossos pecados. **8.** Cristo deu a autoridade aos apóstolos. **9.** Deus fortalece a nossa fé. **10.** Deus respondeu à oração de Joseph Smith. **11.** Deus respondeu à minha oração. **12.** Cristo criou a terra.

D. **1.** The past participle must agree in gender and number when following *ser* - *O evangelho é pregado.* **2.** This sentence is written in active voice. Passive voice would be - *Bênçãos são recebidas por meio da fé.* **3.** The past participle must agree in gender and number when following *ser* - *Estes princípios são ensinados nas escrituras.* **4.** *Ensinados* is correct - *Os filhos são ensinados a obedecer.* **5.** The past participle must agree in gender and number when following *ser* - *As bençãos são perdidas pela desobediência.* **6.** The past participle must agree in gender and number when following *ser* - *Os apóstolos foram escolhidos...* **7.** *Dado* (if it was given to a male) is correct. - *Fui dado uma resposta.* **8.** The past participle must agree in gender and number when following *ser* - *Somos criados à imagem...*

E. **1.** obtidas **2.** Correct **3.** ...curadas... **4.** ...establecida... **5.** Correct **6.** Correct **7.** Correct **8.** ...feitas... **9.** Correct **10.** Correct **11.** Correct **12.** ...tentados... **13.** Correct **14.** Correct **15.** ...revelada... **16.** ...redimidos....

G. **1.** foram batizados, foram chamados, eram batizados, eram somados
2. se esperam, se vêem

Review: Actions and Events

A. O evangelho abençoa as nossas famílias. Minha família tem recebido muitas bênçãos **por** causa do evangelho. Pode ter estas bênçãos agora e na eternidade. Deus estableceu as famílias para nos dar felicidade, para nos ajudar aprender princípios corretos e para **nos** preparar para a vida eterna. O lar é o melhor lugar para aprender estas coisas. No meu lar, os meus pais **me ensinavam** a orar e ler durante toda a minha vida. Também me ensinaram **a** ter **a** fé e arrepender dos meus pecados. Sou grato por estes ensinamentos porque **me ajudavam** a chegar a ser melhor e ter uma relação **melhor** com o meu Pai Celestial.

B. A fé e o arrependimento **nos** levam ao batismo. Quando somos **batizados**, fazemos um convênio com Deus. Um convênio é um acordo entre nós e Deus. Deus decide as condições do convênio, e nós decidimos **as** aceitar ou **as** rejeitar. Prometemos-**lhe** que obedeceremos os Seus mandamentos, e Ele nos promete o perdão dos nossos pecados. Na Igreja, nos batizamos por imersão, que é um símbolo da morte e **da** ressurreição de Jesus Cristo. Depois de nos batizar, temos que seguir Deus arrependendo dos nossos pecados. Renovamos os nossos convênios ao participar **do** sacramento. E sei que o batismo é parte do plano de Deus e que Deus **perdoará** os nossos pecados se nos **arrependermos** e nos **batizarmos**.

C. **1.** ...espiritual e temporalmente. (Adverbs) **2.** ...nos prometem muitas... (Passive Voice) **3.** Quando nos arrependemos... (Reflexives) **4.** Quando pecamos, nos afastamos... (Reflexives) **5.** Falaremos/Vamos falar/Falamos disso... (Progressive and Present Participle) **6.** Na verdade, podemos passar...? (Adverbs) **7.** ...compartilhará a sua experiência. (Future) **8.** Cristo lhes deu autoridade... (Indirect Object Pronouns) **9.** Deus conhece aos Seus filhos. (Verb Comparisons) **10.** Se vocês orarem... (Future) **11.** ...na quarta-feira. (Prepositional Contraction) **12.** ...este... (Demonstratives) **13.** ...e devemos os obedecer. (Direct Object Pronouns) **14.** ...esperar a resposta. (Verb + Preposition) **15.** Recebi uma resposta. (Preterit) **16.** Este capítulo nos ensina... (Direct Object Pronouns) **17.** O evangelho nos ajuda a ser... (Verb + Preposition) **18.** ...na expiação. (Prepositional Contractions) **19.** ...e as fortalece. (Direct Object Pronouns) **20.** Temos que ser obedientes... (Common Expressions) **21.** Deus nos deu muitas bênçãos. (Indirect Object Pronouns) **22.** Deus o conhece. (Direct Object Pronouns)

D. **1.** Deus nos ama. **2.** Tentamos ser como Jesus. **3.** Eu recebi um testemunho. **4.** Deus tinha mandado Adão e Eva a não comer o fruto. **5.** Quando nos arrependemos sinceramente, Deus nos perdoa. **6.** Estamos falando com as pessoas sobre os profetas. **7.** Você se arrependerá dos seus pecados? **8.** Esta escritura fala sobre dízimo. **9.** Podem perguntar a Deus se este livro é verdadeiro. **10.** Saímos da atividade às oito. **11.** Conhece à nossa Igreja? **12.** Você terminou de ler o capítulo? **13.** Deus conhece aos Seus filhos. **14.** A Igreja foi organizada em 1830. **15.** Os pais devem ensinar o evangelho aos seus filhos. **16.** Tem pressa? **17.** Assistirão a Igreja conosco? **18.** Deus lhes dará uma resposta. **19.** O Senhor os abençoará temporal e espiritualmente. **20.** Convidarão o seu amigo à atividade na sexta?

G. **1. Passive Voice with *Se*—**se levantem, se perderá, se encontra, unir-se, tornando-se; **Reflexives—**se levantem, apresentar-nos, unir-se, tornando-se
2. Direct: instruiu-me, penetraram-me; **Indirect:** relatar-vos, clamei-lhe, respondeu-me

H. Deus nos dá mandamentos para nos ajudar a progredir.
Quando eu obedeço, sinto que estou seguindo o Espírito com mais força que antes.
Deus o abençoará ao obedecer os mandamentos.
Eu já vi muitas bênçãos na minha vida ao ser obediente. Por exemplo, a minha família está muito feliz. Também tive a oportunidade de servir uma missão.

Preterit: Regular

A.

ensinar		falar		ajudar		entrar		chamar	
ensinei	ensinamos	falei	falamos	ajudei	ajudamos	entrei	entramos	chamei	chamamos
ensinaste	ensinastes	falaste	falastes	ajudaste	ajudastes	entraste	entrastes	chamaste	chamastes
ensinou	ensinaram	falou	falaram	ajudou	ajudaram	entrou	entraram	chamou	chamaram

expiar		realizar		estudar		restaurar		orar	
expiei	expiamos	realizei	realizamos	estudei	estudamos	restaurei	restauramos	orei	oramos
expiaste	expiastes	realizaste	realizastes	estudaste	estudastes	restauraste	restaurastes	oraste	orastes
expiou	expiaram	realizou	realizaram	estudou	estudaram	restaurou	restauraram	orou	oraram

aprender		agradecer		entender		escolher		responder	
aprendi	aprendemos	agradeci	agradecemos	entendi	entendemos	escolhi	escolhemos	respondi	respondemos
aprendeste	aprendestes	agradeceste	agradecestes	entendeste	entendestes	escolheste	escolhestes	respondeste	respondestes
aprendeu	aprenderam	agradeceu	agradeceram	entendeu	entenderam	escolheu	escolheram	respondeu	responderam

assistir		cumprir		decidir		dirigir		escrever	
assisti	assistimos	cumpri	cumprimos	decidi	decidimos	dirigi	dirigimos	escrevi	escrevemos
assististe	assististes	cumpriste	cumpristes	decidiste	decidistes	dirigiste	dirigistes	escreveste	escrevestes
assistiu	assistiram	cumpriu	cumpriram	decidiu	decidiram	dirigiu	dirigiram	escreveu	escreveram

B. **1.** (Nós) ensinamos uma lição. **2.** (Elas) ligaram o seu investigador. **3.** (Você/O senhor/A senhora) ajudou o bispo. **4.** Deus restaurou a Igreja. **5.** Cristo cumpriu a sua missão. **6.** (Vós) agradecestes a Deus. **7.** Ajudei o meu companheiro. **8.** (Eu) entendi o princípio. **9.** (Nós) respondemos à pergunta. **10.** Os apóstolos realizaram milagres. **11.** (Elas) escreveram cartas. **12.** O bispo dirigiu a reunião. **13.** (Tu) oraste. **14.** (Ele) assistiu a igreja. **15.** (Eu) escolhi o versículo. **16**. (Você/O senhor/A senhora) entrou. **17.** Deus respondeu. **18.** (Você/O senhor/A senhora) escreveu o seu testemunho. **19.** (Vocês/ Os senhors/ As senhoras) falaram. **20.** (Nós) decidimos. **21.** (Vocês/ Os senhors/As senhoras) entenderam a lição. **22.** (Ela) estudou. **23.** (Eu) entrei. **24.** (Eles) aprenderam sobre a fé. **25.** (Vós) orasteis. **26.** (Eles) ensinaram um princípio. **27.** (Você/O senhor/A senhora) aprendeu sobre Deus. **28.** Realizei uma ordenança. **29.** Cristo expiou pelos nossos pecados. **30.** (Tu) aprendeste sobre Jesus. **31.** (Nós) falamos. **32.** (Ela) agradeceu o bispo.

C. **1.** ligamos **2.** entrou **3.** cumpristes **4.** oraram **5.** ensinastes **6.** escolheram **7.** ensinaram **8.** restaurou **9.** escreveu **10.** estudei **11.** estudou **12.** agradeceram **13.** entraste **14.** decidiu **15.** aprendeu **16.** ajudaram **17.** respondi **18.** entenderam **19.** expiou **20.** assististe **21.** entendeu **22.** falaram **23.** entendemos **24.** assisti

D. **1.** This sentence uses the *você* form instead of the *eu* form—*...falei com...* **2.** This sentence uses an -AR verb conjugation for an -ER verb—*Ontem aprendemos...* **3.** This sentence uses an -ER conjugation for an -AR verb—*Os apóstolos pregaram*. **4.** This sentence uses an -ER conjugation for an -AR verb—*Ontem chegamos a esta...* **5.** The sentence uses the –AR ending for an –ER verb—*Recebi uma resposta.* **6.** The sentence uses the –AR ending for an –ER verb—*...viveu em Califórnia.*

E. **1.** ...falamos com ele. **2.** Orei com todo... **3.** Ontem ouvimos... **4.** Correct **5.** Assistiu **6.** ...aprendi muito. **7.** ...dirigiu a reunião. **8.** Não entendi isso... **9.** Você aprendeu... **10.** Os profetas escreveram... **11.** ...você falou... **12.** Correct **13.** Você entendeu...? **14.** Correct **15.** Os investigadores receberam... **16.** A gente rejeitou...

Preterit: Irregular

A.

poder		saber		estar		ter	
pude	pudemos	soube	soubemos	estive	estivemos	tive	tivemos
pudeste	pudestes	soubeste	soubestes	estiveste	estivestes	tiveste	tivestes
pôde	puderam	soube	souberam	esteve	estiveram	teve	tiveram

fazer		querer		vir		compôr	
fiz	fizemos	quis	quisemos	vim	viemos	compus	compusemos
fizeste	fizestes	quiseste	quisestes	vieste	viestes	compuseste	compusestes
fez	fizeram	quis	quiseram	veio	vieram	compôs	compuseram

dizer		trazer		pôr		haver	
disse	dissemos	trouxe	trouxemos	pus	pusemos	houve	houvemos
disseste	dissestes	trouxeste	trouxestes	puseste	pusestes	houveste	houvestes
disse	disseram	trouxe	trouxeram	pôs	puseram	houve	houveram

dar	
dei	demos
deste	destes
deu	deram

ver	
vi	vimos
viste	vistes
viu	viram

ser	
fui	fomos
foste	fostes
foi	foram

ir	
fui	fomos
foste	fostes
foi	foram

B. **1.** pôde **2.** fizeram **3.** teve **4.** houve **5.** soube **6.** dissemos **7.** deu **8.** andou **9.** foi **10.** foi **11.** pôs **12.** soube

C. **1.** *Saber* has a stem change to *soub-* in the preterit—*Quando soube...?* **2.** The correct conjugation is *Fiz—Fiz uma oração...* **3.** The correct conjugation is *teve—José Smith teve o Livro de Mórmon.* **4.** *Trazer* has a stem change to *troux-* in the preterit - *A Expiação trouxe...* **5.** The correct conjugation is *disseram - O que os seus vizinhos disseram...?* **6.** The conjugation in the preterit tense requires an accent on the *i - saíram—Os apóstolos saíram com Jesus Cristo.* **7.** The correct conjugation is *pôs* - in the preterit—*Deus pôs Adão...* **8.** The correct conjugation is *viemos* - in the preterit—*Você e eu viemos à terra...*

D. **1.** Pôde receber... **2.** ...viemos à terra. **3.** Correct **4.** ...fizeram o bem. **5.** Correct **6.** ...sua alma teve fome. **7.** Seus amigos disseram... **8.** Correct **9.** Correct **10.** Cristo fez tudo... **11.** Pedro, Tiago e João puseram... **12.** Correct

Imperfect

A.

passar	
passava	passávamos
passavas	passáveis
passava	passavam

começar	
começava	começávamos
começavas	começáveis
começava	começavam

fazer	
fazia	fazíamos
fazias	fazíeis
fazia	faziam

precisar	
precisava	precisávamos
precisavas	precisáveis
precisava	precisavam

sentir	
sentia	sentíamos
sentias	sentíeis
sentia	sentiam

perguntar	
perguntava	perguntávamos
perguntavas	perguntáveis
perguntava	perguntavam

olhar	
olhava	olhávamos
olhavas	olháveis
olhava	olhavam

dar	
dava	dávamos
davas	dáveis
dava	davam

querer	
queria	queríamos
querias	queríeis
queria	queriam

mudar	
mudava	mudávamos
mudavas	mudáveis
mudava	mudavam

ir	
ia	íamos
ias	íeis
ia	iam

pôr	
punha	púnhamos
punhas	púnheis
punha	punham

desejar	
desejava	desejávamos
desejavas	desejaveis
desejavam	desejavam

aceitar	
aceitava	aceitávamos
aceitavas	aceitáveis
aceitava	aceitavam

ser	
era	éramos
eras	éreis
era	eram

estudar	
estudava	estudávamos
estudavas	estudáveis
estudava	estudavam

assistir	
assistia	assistíamos
assistias	assistíeis
assistia	assistiam

escrever	
escrevia	escrevíamos
escrevias	escrevíeis
escrevia	escreviam

aprender	
aprendia	aprendíamos
aprendias	aprendieis
aprendia	aprendiam

ver	
via	víamos
vias	vieis
via	viam

B. **1**. estudava **2**. andava **3**. tinham **4**. buscava **5**. assistia **6**. vivíamos, tínhamos **7**. tinha **8**. sabia **9**. estavam **10**. estavam, podiam

C. **1.** When a time limit is given, the preterit must be used instead of the imperfect—*…nos acompanhou…* **2**. Needing strength is background information in this sentence, so the imperfect must be used—*a força que precisava.* **3**. The sentence as it is written implies that the baptisms were going to take place but never did. If the baptisms actually did take place, the preterit must be used—*Ontem houve dois bonitos batismos.* **4**. When a time limit is given, even if it is indefinite, the preterit must be used instead of the imperfect—*A apostasia durou…* **5**. This sentence implies that Lehi was still having the dream or that he had it habitually, rather than as a single event—*…descreve o sonho que teve.* **6**. This

sentence refers to an event, not background information, so the preterit must be used instead of the imperfect—*Quando soube que…?* **7**. This sentence only asks whether reading the chapters was possible, not whether the investigator did it. To ask if the investigator read the chapters, conjugate *ler* in the preterit—*Leu os capítulos…?*
8. This sentence implies that Joseph Smith was still having the vision or that he had it habitually, rather than as a single event—*…descreveu a visão que teve.*

D. **1.** …estudava a Bíblia… **2.** …vivia na terra… **3.** Não podíamos… **4.** Falamos com… **5.** Correct **6.** …enquanto orávamos… **7.** Correct **8.** Correct **9.** …vivia aqui… **10.** Correct **11.** …devia se unir. **12.** …teve uma visão. **13.** Quando tinha… **14.** …que precisava. **15.** Correct **16.** …tinham que voltar…

I. morava; desfrutava; era; diziam; queria; estava; ensinava; havia

Preterit vs. Imperfect

A. **1.** estavam **2.** teve **3.** disse **4.** tinham **5.** regressaram **6.** visitaram **7.** tinha **8.** deu **9.** tentou **10.** se zangaram **11.** começaram **12.** feriam **13.** se apareceu **14.** mandou **15.** prometeu **16.** entrou **17.** encontrou **18.** disse **19.** precisava **20.** obedeceu **21.** pôde **22.** recebeu

B. **1.** contou **2.** ia **3.** andava **4.** vieram **5.** robaram **6.** feriram **7.** saíram **8.** passaram **9.** viram **10.** decidiram **11.** passou **12.** se odiavam **13.** ajudou **14.** curou **15.** levou **16.** usou **17.** era **18.** ensinou

C. **1.** veio **2.** estava **3.** estableceu **4.** chamou **5.** deu **6.** podiam **7.** rejeitou **8.** crucificou **9.** tinham **10.** rejeitou **11.** ensinavam **12.** estava

D. **1.** era **2.** saiu **3.** andava **4.** começou **5.** teve **6.** se ajoelhou **7.** orou **8.** escutou **9.** disse **10.** Orou **11.** pôde

E. **1.** Joseph Smith having a vision was an event. The imperfect portrays the event as still in progress, i.e., "Joseph Smith was having a vision," which is different from what the speaker was trying to say. Correct sentence—*…Joseph Smith teve uma visão.* **2.** The preterit implies an event or a condition that ended, so using *tiveram* in this sentence has two possible meanings—"Our investigators gave birth to four children," or, "Our investigators had four children (and they no longer have them)," neither of which the speaker wants to express. Correct sentence—*Nossos investigadores tinham quatro filhos.* **3.** Someone's age is a condition and so the imperfect should be used—*Quando tinha 15 anos…* **4.** "When Lehi was in the desert" is background information. *Esteve* means that Lehi stopped being in the desert and so can't be used as background in this sentence. Correct sentence—*Quando estava no deserto…* **5.** Whenever a period of time is given for an event (such as *centenas de anos*), it shows that the event ended and the preterit must be used—*A Grande Apostasia durou centenas de anos.* **6.** Needing help in this sentence is a condition, so the imperfect must be used. *Precisou ajuda* implies that she needed help at one time, but then didn't any more. Correct sentence—*…disse que precisava ajuda.* **7.** As the sentence is written, it implies that the activity never took place, i.e., "Yesterday there was going to be a very fun ward activity, but..." If the event actually took place, the preterit must be used—*Ontem houve uma atividade da ala muito divertida*. **8.** "When I was young…" is background information, so it needs the imperfect—*Quando era jovem…* **9.** Using *poder* in the preterit almost always means the action actually took place. The sentence as it is written doesn't make sense, because it says that *o irmão Carlos* asked if he could be baptized while at the same time saying that he already was baptized by using *pôde*. Correct sentence—*…nos perguntou se podia se batizar.* **10.** As the sentence is written, it means, "Was it possible that you read the chapter…?" To find out if the person actually did read the chapter, the correct sentence is *Leu o capítulo…?*

F. **1.** Correct... **2.** ...eram importantes... **3.** Quando estava em casa... **4.** ...que tinham enfermidades. **5.** Correct **6.** Correct **7.** Correct **8.** Correct **9.** ...que Joseph Smith tinha. **10.** Correct **11.** ...que Deus sabia a resposta. **12.** ...lemos 3 Néfi 11... **13.** Correct **14.** Correct **15.** ...estiveram na missão... **16.** ...uma árvore que ficava...

Review: Narrating Experiences and Telling Stories

A. Adão e Eva foram os primeiros filhos de Deus que vieram à terra. Deus criou Adão e Eva e os pôs no Jardim do Éden. Adão e Eva tinham corpos de carne e osso porque **foram** criados à imagem de Deus. Embora **estivessem** no Jardim, viviam num estado de inocência, sem conhecer a diferença entre o bem e o mal. Deus lhes mandou que não **comessem** do fruto proibido porque se **fizessem**, se tornariam mortais. Porém, se não **comessem** do fruto, teriam que permanecer para sempre no Jardim sem progredir. Adão e Eva **escolheram** comer do fruto. Isso, que se chama a Queda, era parte do plano de Deus. Por causa da sua decisão, **podiam** ter filhos, o que significava que o resto dos filhos de Deus podiam vir à terra. Também devido à sua eleição, a morte e o pecado **entraram** no mundo. Mas Jesus Cristo **venceu** os efeitos da Queda para que **pudéssemos** voltar a Deus. Sou grato por Adão e Eva e sei que todos nós podemos voltar ao nosso Pai Celestial se fazemos o que Ele nos mandou.

B. Eu sei que o Livro de Mórmon é verdadeiro. Quando **era** jovem, li a promessa de Morôni e sabia que se **lesse** o Livro de Mórmon e **orasse** com um coração sincero, Deus me responderia. **Decidi** ler e depois pedir a Deus que me **ajudasse** a saber

que o livro era verdadeiro, e Deus me **respondeu**. Recebi a resposta que buscava e sei que você também pode receber uma resposta. Tal como **respondeu** a mim, Deus responderá à sua oração se **orar** com fé e verdadeiramente quer saber a verdade.

C. **1.** Vocês leram...? (Preterit) **2.** Enquanto Jesus estava... (Imperfect) **3.** A ressurreição trouxe... (Preterit) **4.** ...a resposta que procurava. (Preterit vs. Imperfect) **5.** Quando era jovem... **6.** Puderam ler...? (Preterit vs. Imperfect) **7.** Cristo pôs as suas mãos... (Preterit) **8.** Joseph Smith teve uma visão... (Preterit vs. Imperfect) **9.** Enos orou durante... (Preterit vs. Imperfect) **10.** Joseph Smith traduziu o livro... (Preterit) **11.** A gente caiu... (Preterit) **12.** O que sentiu...? (Preterit) **13.** Fiz uma oração... **14.** ...quando chegamos (Preterit) **15.** Essa prova se tornou... (Preterit) **16.** Cristo morreu... (Preterit) **17.** Eu orei a Deus... (Preterit) **18.** Joseph Smith recebeu a autoridade... (Preterit vs. Imperfect) **19.** Creio que tinha 13 anos... (Preterit vs. Imperfect) **20.** Falamos com ele... (Preterit vs. Imperfect) **21.** Jesus Cristo andou... (Preterit: Irregular) **22.** Todos viemos... (Preterit: Irregular) **23.** Quando soube que...? (Preterit) **24.** Enquanto Enos orava... (Imperfect) **25.** Deus e Jesus Cristo se apareceram... (Preterit vs. Imperfect) **26.** Houve um batismo... (Preterit vs. Imperfect) **27.** Sentimos o Espírito... (Preterit) **28.** ...e Cristo disseram... (Preterit)

D. **1.** Aprendi que Deus tinha um plano para mim. **2.** Joseph Smith recebeu a resposta que buscava. **3.** Leram o capítulo? **4.** Sei que Joseph Smith foi um profeta. **5.** O que Cristo fazia enquanto estava na terra? **6.** A gente rejeitou Cristo e os Seus apóstolos. **7.** Néfi visitou a gente que estava nas Américas. **8.** Encontrei uma resposta à minha pergunta. **9.** Cristo morreu por todos os filhos de Deus. **10.** Todos os dias orava acerca do Livro de Mórmon. **11.** Antes, vivia muito longe de um templo. **12.** Deus chamou Noé para ser profeta. **13.** Por quanto tempo orou? **14.** Cristo curou pessoas que tinham enfermidades. **15.** Joseph Smith traduziu o Livro de Mórmon. **16.** Pus a minha fé em Deus. **17.** Não recebi a resposta que queria. **18.** A queda trouxe a morte e o pecado ao mundo. **19.** Néfi viu a mesma visão que o seu pai. **20.** Deus abençoou a gente pela sua obediência.

F. **1.** Aconteceu, estava, me lembrei, clamei, pensei, contemplei, encheu-se, havia

Time and Date

A. **1.** São oito da manhã. **2.** São três e quinze da manhã. **3.** São três e quarenta e cinco da tarde. **4.** São cinco e trinta e nove. **5.** São dez e quarenta e oito da manhã. **6.** É uma e dezenove da tarde. **7** São doze da tarde/É meio dia. **8.** São sete e quarenta e cinco da manhã. **9.** São quatro e um quarto da tarde. **10.** É uma da tarde.

B. **1.** Passaremos às onze da manhã. **2.** As reuniões são aos domingos às dez da manhã. **3.** O batismo é no sábado às seis da noite. **4.** A atividade é das seis e meia até às oito da noite. **5.** Poderíamos os visitar às duas e meia da tarde? **6.** Temos uma reunião às nove da manhã no domingo. **7.** Temos compromisso às oito da noite na segunda-feira. **8.** A que horas regressam na sexta? **9.** Passaremos para a buscar as dez menos um quarto da manhã no domingo. **10.** Por que se acordou às três e meia da manhã? **11.** Hoje é o dia dezoito de agosto. **12.** Amanhã é sexta. **13.** A Igreja foi organizada no dia seis de abril de mil oitocentos e trinta. **14.** O domingo que vem é o primeiro de março. **15.** Joseph Smith teve a Primeira Visão em mil oitocentos e vinte. **16.** A reunião será na terça-feira às dezenove e trinta. **17.** Hoje é o dia vinte e três de dezembro de dois mil e oito. **18.** O batismo é no sábado às dezoito. **19.** Você se importa se começamos às cinco e meia? **20.** A que horas termina de trabalhar aos sábados?

C. **1.** If the hour is not **one**, the correct phrase is *são as—São quatro e meia.* **2.** Ordinal numbers are only used for the first day of the month—*A conferência é no dia cinco de abril.* **3.** To say **in the morning/afternoon/evening**, use *de*, not *em—São sete e meia da manhã.* **4.** In Portuguese, the year is said by saying the whole integer—*Nasci em mil novecentos e oitenta e nove.* **5.** The article is not used when saying what day it is—*Hoje é quinta-feira.* **6.** When the hour is **one**, use *é* instead of *são—É uma e meia.* **7.** To say an event is **on** a certain day, use the definite article, not just *em—A atividade é na quarta.* **8.** You must use *à* or *às* when telling the time of an event—*Temos compromisso às cinco e um quarto.*

D. **1.** Correct **2.** ...começa às sete menos um quarto. **3.** Amanhã é sábado. **4.** Correct **5.** Correct **6.** Correct **7.** ...nasceu em mil oitocentos e cinco. **8.** São duas... **9.** Você se batizará dia dois de maio? **10.** ...cinco da tarde. **11.** Correct **12.** Hoje é domingo. **13.** São cinco e um quarto... **14.** Correct **15.** A reunião será no domingo... **16.** Correct

Prepositions

A. em, de, por, a, a, para, para, em, com, de, para

B. **1.** Vamos à capela. **2.** Podemos ensinar o seu amigo na casa dele? **3.** Esta é uma escritura sobre o arrependimento. **4.** Durante a reunião, várias pessoas discursaram. **5.** Assistirão a igreja conosco este domingo? **6.** Um convênio é um acordo entre Deus e nós. **7.** Às vezes a gente se rebela contra os profetas. **8.** Podemos viver para sempre com as nossas famílias. **9.** Deus tem um plano para você. **10.** Durante uma apostasia, não há profeta. **11.** Podemos progredir até à vida eterna. **12.** Os profetas falam por Deus. **13.** Deus restaurou a Igreja por meio de Joseph Smith. **14.** Queremos ser inocentes ante Deus. **15.** Os israelitas estavam sob a lei de Moisés. **16.** Este livro contem os escritos de profetas antigos. **17.** De acordo com esta escritura, o que é a fé? **18.** Entre a morte e a ressurreção, estamos no mundo dos espíritos. **19.** Sem Jesus Cristo, não podemos ser salvos. **20.** Esperaremos no mundo dos espíritos até a ressurreição. **21.** Tenho recebido grandes bênçãos desde meu batismo. **22.** Nós reuniremos na atividade.

C. **1. At** is usually translated by the preposition *em*, not *a*—*...vai ser na capela.* **2.** To say **the person in the (article of clothing)**, use *de*—*...o homem do terno preto.* **3.** Use *por*, not *em*, to say **in the morning**—*...pela manh*ã. **Note:** If a time is given, use *de* (*as três da manhã*) **4.** *De*, not *a* is used with perto to say **close to (noun)—***Quero estar perto de Deus.* **5.** *Pensar* uses *em*, not *de*, to mean **to think about**—*Quando penso nas minhas bênçãos...* **6.** The subject of this sentence is *orar*. Subjects can never have a preposition in front of them—*É importante orar todos os dias.* **7.** *...compartilhar o meu testemunho consigo/com você*. ***Note:*** *Comigo* and *contigo* are always used with these special forms. **8.** To say **to go by (vehicle)**, use *por*, not *para*—*Vamos por ônibus...* **9.** *A*, not *de,* is used with *disposto* to say **to be willing to—***Está disposto a obedecer...?* **10.** *Use de*, not *para*, to say **responsible for (noun).** Some speakers also use *por*—*Somos responsáveis das nossas decisões.*

D. **1.** ...dispostos a obedecer. **2.** Correct **3.** ...preparado para o seu.... **4.** Correct **5.** Correct **6.** Correct **7.** ...nos reunir na casa... **8.** ...podem ser difíceis de fazer. **9.** Para entrar no templo... **10.** ...às duas da tarde? **11.** ...falou consigo/com você? **12.** Correct **13.** Correct **14.** Correct **15.** Correct **16.** ...misericordioso comigo.

Review: Time, Date, and Location

A. Enquanto **estamos** aqui na terra, temos muitas oportunidades **de** progredir. Todos temos o livre arbítrio, o qual nos dá a capacidade **de** escolher entre o bem e o mal. Contudo, é importante **lembrar** que também somos responsáveis **de/por** nossas decisões. Precisamos sempre obedecer a Deus e **estar** em lugares onde **o** Espírito possa estar presente para que **possamos** receber as bênçãos prometidas. **Sou** grato por todas as bênçãos que recebo e sinto que Deus é muito misericordioso comigo e com a minha família. Sei que você também pode receber estas bênçãos e voltar a **estar** com o seu Pai Celestial.

B. Quero compartilhar o meu testemunho **consigo**. Eu sou missionário há quatro meses. Durante este tempo já aprendi muito do amor que Deus tem **pelos** Seus filhos. Sei que Ele é o nosso Pai Celestial e quer que sejamos felizes. Mas não podemos ser felizes a menos que **sigamos** os ensinamentos de Jesus Cristo. Sei que Ele é o Filho de Deus e que se estamos dispostos **a** seguir o que Ele nos pede, podemos voltar a **estar** com Deus. Para receber esta bênção, é importante **(removed)** ganhar um testemunho e agir segundo esse testemunho. Sei que o Livro de Mórmon é verdadeiro e que José Smith foi um profeta. Também sei que há profetas que **estão** na terra hoje e que eles desejam também que **sejamos** felizes.

C. **1.** ...é às três e meia... (Time and Date) **2.** Estão dispostos a...? (Prepositions) **3.** ...não é fácil de fazer. (Prepositions) **4.** ...consiste em várias... (Prepositions) **5.** ...quando voltarmos (Future Subjunctive) **6.** É importante estudar... (Prepositions) **7.** A igreja é perto... (*Ser e Estar*) **8.** Quando descobrirmos a resposta... (Future Subjunctive) **9.** Onde é...? (*Ser e Estar*) **10.** ...tempo que está lendo o livro? (Time and Date) **11.** ...lição na sua casa? (Prepositions) **12.** ...vão falar... (Form of Ser) **13.** ...que sou missionário. (Ser e Estar) **14.** ...perto de Deus. (Prepositions) **15.** Há reuniões aos domingos... (Prepositions) **16.** Podemos ir de táxi... (Prepositions) **17.** ...construiu o barco a mão. (Prepositions) **18.** É essencial orar... (Prepositions) **19.** ...é dois kilómetros... (Prepositions) **20.** ...será na capela. (Prepositions) **21.** ...pode falar com você. **22.** Para mim... (Prepositions) **23.** ...para que entendamos a verdade. (Present Subjunctive: Adverb Clauses) **24.** ...às seis da manhã? (Time and Date) **25.** ...em mil oitocentos e vinte. (Time and Date) **26.** ...será no domingo. (Time and Date) **27.** ...às cinco... (Time and Date) **28.** ...pode estar... (Ser e Estar) **29.** A Conferência Geral é em... (*Ser e Estar*) **30.** ...para mim. (Prepositions) **31.** Recebi o sacerdocio há um ano. (Time Expressions) **32.** ...seu amigo no parque. (Prepositions)

D. **1.** Faz quanto tempo que moram aqui?/Vocês moram aqui há quanto tempo? **2.** Eu li por meia hora. **3.** Teremos uma entrevista às 6:30 da tarde no sábado. **4.** Deus tem um plano para mim. **5.** Iremos à igreja de ônibus. **6.** A atividade será na igreja. **7.** A casa do seu amigo é perto da sua? **8.** Podemos vir às 7:30? **9.** Faz quanto tempo que são membros?/ Vocês são membros há quanto tempo? **10.** Quando chegarmos, vocês conhecerão ao bispo. **11.** Um convênio é um acordo entre Deus e nós. **12.** De acordo com esta escritura, por que é importante ter fé? **13.** São cinco e meia agora. **14.** Batizei-me/Fui batizado há/faz seis anos. **15.** Compartilhará o seu testemunho conosco? **16.** Sob a direção do Seu Pai, Cristo criou a terra. **17.** Estávamos com Deus antes desta vida. **18.** A escritura fica na página 734. **19.** Durante uma apostasia não há profetas. **20.** A lição é na sua casa? **21.** Não recebemos bênçãos a menos que obedeçamos. **22.** É importante orar antes de ler.

E. **(3)** **1.** 6 de abril de 1830 **2.** 15 de maio de 1829 **3.** 22 de setembro de 1827 **4.** 23 de dezembro de 1805 **5.** Primavera de 1820 **6.** 26 de março de 1830 **7.** 27 de junho de 1844 **8.** 24 de julho de 1847

Comparatives and Superlatives

A. **1.** Os bens terrestres são menos importantes (do) que o evangelho. **2.** Há mais gente nesta atividade (do) que na atividade anterior. **3.** Meu testemunho é mais forte (do) que antes. **4.** Há mais templos agora (do) que antes. **5.** Deus é mais poderoso (do) que Satanás. **6.** A palavra de Deus é mais poderosa (do) que a espada. **7.** Trabalhamos com membros mais (do) que antes. **8.** As escrituras são mais preciosas (do) que ouro. **9.** A obediência é mais importante (do) que o sacrifício. **10.** Dois testemunhos são mais convincentes (do) que um. **11.** Néfi murmurou menos (do) que Lamã e Lemuel. **12.** A luz brilhava mais (do) que o sol.

B. **1.** Satanás quer que a gente seja tão miserável como ele. **2.** Ora tanto como antes? **3.** Deus ama à gente de hoje tanto como na antiguidade. **4.** Você é tão importante como eu para Deus. **5.** Néfi trabalhou tão duramente como pude para construir o barco. **6.** Lamã e Lemuel não foram tão fiéis como Néfi. **7.** Ninguém sofreu tanto como Cristo. **8.** Isaías ensinou que os nossos pecados podem chegar a ser tão brancos como a neve. **9.** Pode ser tão limpo como quando nasceu. **10.** Não somos tão perfeitos como Jesus.

C. **1.** A família é a unidade social mais importante. **2.** O reino telestial é o reino mais baixo. **3.** O Livro de Mórmon é o livro mais correto da terra. **4.** Nossa obrigação mais importante é para com Deus. **5.** Lamã era o filho maior de Leí. **6.** Meu irmão maior serviu uma missão em Taiwan. **7.** Essa foi a experiência mais difícil da minha vida. **8.** Meu batismo foi um dos dias mais felizes da minha vida. **9.** Deus não pode considerar o pecado com o mínimo grau de tolerância. **10.** Tive algumas das minhas experiências espirituais mais poderosas ao ler as escrituras.

D. **1.** When saying **more than** with numbers, *de* replaces *que*—*Há mais de 125 templos...* **2.** *Como* is used to say **as** in a comparison of equality—*...tão importante como ler.* **3.** To say **in the (world**, **Church, family, etc.)** in a comparison, use *de* instead of *em*—*...maiores do mundo.* **4.** *Melhor* is a special form used instead of *mais bem* or *mais bom*—*Sente-se melhor que antes?* **5.** When saying **more than** with numbers, *de* replaces *que*—*...mais de uma vez.* **6.** To say **in the (world**, **Church, family, etc.)** in a comparison, use *de* instead of *em*—*...mais fortes da ala.* **7.** *Como* is used to say **as** in a comparison of equality—*...tão importante como o batismo.* **8.** *Tão* is used instead of *tanto* before an adjective or adverb—*Eu me sinto tão feliz...*

E. **1.** ...me sinto melhor... **2.** Correct **3.** ...mais valioso do mundo. **4.** ..é tão perfeito... **5.** Correct **6.** Correct **7.** Correct **8.** ...faz mais de 200... **9.** Correct **10.** Correct **11.** ...um pouco mais de três... **12.** Correct **13.** Correct **14.** Correct

F. Receberão a exaltação no reino mais alto...; ...receberão sua recompensa no reino inferior...

G. **1.** ...que é mais doce que tudo que é doce, que é mais branco que tudo que é branco, sim, e mais puro que tudo que é puro...
2. Não é tão fácil para o Senhor enviar seu anjo para proclamar... ...quanto o será depois de sua vinda?

Conditional

A.

saber		trazer		dizer		fazer		haver	
saberia	saberíamos	traria	traríamos	diria	diríamos	faria	faríamos	haveria	haveríamos
saberias	saberíeis	trarias	traríeis	dirias	diríeis	farias	faríeis	haverias	haveríeis
saberia	saberiam	traria	trariam	diria	diriam	faria	fariam	haveria	haveriam

ler		pensar		ter		ensinar		ir	
leria	leríamos	pensaria	pensaríamos	teria	teríamos	ensinaria	ensinaríamos	iria	iríamos
lerias	leríeis	pensarias	pensaríeis	terias	teríeis	ensinarias	ensinaríeis	irias	iríeis
leria	leriam	pensaria	pensariam	teria	teriam	ensinaria	ensinariam	iria	iriam

C. **1.** poderia **2.** poderiam **3.** reagiriam **4.** visitaríamos **5.** faria **6.** faria **7.** gostaríamos **8.** faria **9.** desejaria **10.** gostaria

D. **1**. This sentence is set in the past, so the conditional needs to be used instead of the future—*…que Deus responderia* à *sua oração.* **2**. *Dizer* is irregular in the conditional—*...que diria a Deus?* **3**. The conditional cannot be used for habitual actions in the past. Instead, the imperfect must be used—*…orávamos todos os dias.* **4**. This sentence is set in the past, so the conditional needs to be used instead of the future—*…que Cristo viria ao mundo.* **5**. A common mistake is to cut off the last part of infinitives that end in *–rar*, *-rer*, or *–rir* such as *superar* when adding conditional endings. This sentence should say *…que Cristo superaria a morte.* **6**. The conditional cannot be used by itself to mean **should**. To say **should**, *dever* is usually used—*você deve/deveria ler este livro.* **7**. The conditional cannot be used in the **if** part of an **if-then** statement. Instead, the past subjunctive must be used—*Se você lesse…* **8**. The conditional cannot be used for habitual actions in the past. Instead, the imperfect must be used—*…me dizia que me amava.*

E. **1.** Correct **2.** Correct **3.** Correct **4.** Correct **5.** Correct **6.** Correct **7.** Correct **8.** Correct **9.** ...faria... **10.** …daria... **11.** Correct **12.** Poderias… **13.** …prestássemos... **14.** Correct.

G. **1.** Consequence: toda a humanidade teria perecido.
2. Verbs: levantaria, seria, seria, seria. These verses are good examples of talking about the future from a past point of view. Joseph received a promise that in a future time (from the perspective of his time), the Lord would raise up a prophet.

Conjunctions

A. **1**. e **2**. e **3**. que **4**. mas **5**. se **6**. nem **7**. nem **8**. mas **9**. mas **10**. que **11**. ou **12**. nem **13**. nem **14**. ou, ou **15**. se **16**. mas

B. **1**. e **2**. ou **3**. ou **4**. se **5**. mas **6**. nem **7**. mas **8**. que **9**. e **10**. Se **11**. que **12**. mas

C. **1.** *Ou* means *or*, so it should have *e* instead *...um corpo perfeito e imortal.* **2.** *...não muda com o tempo, mas é a mesma.* **3.** *...não é apenas acreditar, mas também agir.* **4.** This is a negative sentence, so *nem* must be used instead of *ou*—*...não tinham tristeza nem dor...* **5.** Whenever the word **that** could be used in English, *que* **must** be used in Portuguese—*Cristo disse que nenhuma das igrejas...* **6.** *Não oramos com vãs repetições, mas do coração.* **7.** *...não é uma personagem, mas uma influência.* **8.** Whenever the word **that** could be used in English, *que* **must** be used in Portuguese—*Você sabe que a Igreja é verdadeira.* **9.** This sentence is positive, so it should be ou instead of nem— *...rejeita os princípios ou ordenanças.* **10.** *...aos seus pensamentos e impressões.*

D. **1**. Correct **2**. ...fazer nem dizer nada... **3**. Correct **4**. Correct **5**. Alma disse que devemos... **6**. ...sabiam que Jesus Cristo viria. **7**. Correct **8**. Correct **9**. Correct **10**. Correct **11**. ...em Jesus Cristo nem nos Seus... **12**. Correct **13**. Correct **14**. Correct **15**. Correct **16**. Correct

Review: Cause and Effect

A. Deus preparou um plano **para que** todos os Seus filhos **pudéssem** ir à terra para aprender **e** progredir. Contudo, não **poderíamos** progredir a menos que **tivéssemos** provas. Estas provas não são um castigo, mas uma oportunidade de desenvolver mais fé em Deus. Deus sabia que **teríamos** que passar por estas situações, por isso ele nos deu a oração para que **pudéssemos** nos comunicar com Ele. Deus está disposto a nos ajudar **por causa do** amor que Ele tem **para conosco**. Sou grato pela oração e sei que não **poderia** vencer as minhas provas sem a oportunidade de orar ao meu Pai Celestial.

B. Sou muito grato pelo arrependimento. Deus nos dá a oportunidade de nos arrepender **por causa do** Seu amor por nós. Cristo sofreu pelos nossos pecados para que nós não **tivéssemos** que sofrer. Não poderíamos ser limpos sem Jesus Cristo. Não podemos nos arrepender a menos que **sejamos** humildes e **reconheçamos** que pecamos. Confessamos os nossos pecados a Deus para que Ele nos **perdoe**, e confessamos os pecados mais graves aos nossos líderes para que eles **possam** nos ajudar a nos arrepender. Fazemos todo o possível **para** corregir os problemas **que** nos causam a pecar. O arrependimento nos ajuda a ser humildes e a ter a orientação do Espírito.

C. **1.** Sei que isto é verdadeiro porque eu recebi uma resposta de Deus. **2.** Se houvesse um profeta na terra, o que quereria lhe perguntar? **3.** Gostaria de ler? **4.** Seriam batizados se soubessem que era verdadeiro? **5.** Ambos o Livro de Mórmon e a Bíblia são importantes. **6.** Gostaria de oferecer a oração de encerramento? **7.** Ou a nossa mensagem é verdadeira, ou não é. **8.** Não podemos fazer esta obra sem a ajuda do espírito **9.** Qual é a sua relação com Pai Celestial? **10.** O que Jesus faria nessa situação?

F. **1.** ...se Adão não houvesse transgredido, não teria caído...; ...deveriam ter permanecido...; deveriam permanecer para sempre...; ...não teriam tido filhos...; teriam permanecido num estado...

Present Subjunctive: Forms

A.

Regular

falar		**receber**		**ensinar**		**ler**	
fale	falemos	receba	recebamos	ensine	ensinemos	leia	leiamos
fales	faleis	recebas	recebais	ensines	ensineis	leias	leiais
fale	falem	receba	recebam	ensine	ensinem	leia	leiam

ajudar		**orar**		**aceitar**		**estudar**	
ajude	ajudemos	ore	oremos	aceite	aceitemos	estude	estudemos
ajudes	ajudeis	ores	oreis	aceites	aceiteis	estudes	estudeis
ajude	ajudem	ore	orem	aceite	aceitem	estude	estudem

Irregular *Eu* Form in Present Tense

fazer		ter		vir		dizer	
faça	façamos	tenha	tenhamos	venha	venhamos	diga	digamos
faças	façais	tenhas	tenhais	venhas	venhais	digas	digais
faça	façam	tenha	tenham	venha	venham	diga	digam

seguir		pôr		pedir		ouvir	
siga	sigamos	ponha	ponhamos	peça	peçamos	ouça	ouçamos
sigas	sigais	ponhas	ponhais	peças	peçais	ouças	ouçais
siga	sigam	ponha	ponham	peça	peçam	ouça	ouçam

Completely Irregular

ir		ser		saber		haver	
vá	vamos	seja	sejamos	saiba	saibamos	haja	hajamos
vás	vades	sejas	sejais	saibas	saibais	hajas	hajais
vá	vão	seja	sejam	saiba	saibam	haja	hajam

estar		dar	
esteja	estejamos	dê	demos
esteja	estejais	dês	deis
esteja	estejam	dê	dêem

Spelling Changes

buscar		começar		dirigir		proteger	
busque	busquemos	comece	comecemos	dirija	dirijamos	proteja	protejamos
busques	busqueis	comeces	comeceis	dirijas	dirijais	protejas	protejais
busque	busquem	comece	comecem	dirija	dirijam	proteja	protejam

chegar		agir		distinguir		obedecer	
chegue	cheguemos	aja	ajamos	distinga	distingamos	obedeça	obedeçamos
chegues	chegueis	ajas	ajais	distingas	distingais	obedeças	obedeçais
chegue	cheguem	aja	ajam	distinga	distingam	obedeça	obedeçam

B. **1.** sejamos **2.** aceite **3.** voltem **4.** revelem **5.** tenhamos **6.** saibamos **7.** aprenda **8.** peçamos **9.** perseverem **10.** receba **11.** se batize **12.** faça **13.** oremos **14.** sejamos **15.** esteja **16.** se arrependa

C. **1.** aprendamos **2.** Correct **3.** haja **4.** Correct **5.** Correct **6.** Correct **7.** Correct **8.** Correct **9.** oremos **10.** peçamos **11.** Correct **12.** Correct

D. **Mosias 3:19—**ceda, despoje-se, torne-se, torne-se, deva; **D&C 20:77—**abençoes, santifiques, comam, testifiquem, possam; **João 3:16—**pareça, tenha;

Present Subjunctive: Noun Clauses

A. **1.** recebam **2.** jejuemos **3.** dês **4.** estude **5.** aplique **6.** busque **7.** esforcem **8.** estejamos **9.** comece

B. **1. Trigger:** Recomendamos que**, Category:** Influence **2. Trigger:** É muito provável que**, Category:** Opinion/Value Judgment **3. Trigger:** Queremos que**, Category:** Influence **4. Trigger:** É estranho que**, Category:** Opinion/Value Judgment **5. Trigger:** É bom que**, Category:** Opinion, Value Judgment **6. Trigger:** É importante que**, Category:** Opinion/Value Judgment **7. Trigger:** Duvido que**, Category:** Doubt **8. Trigger:** Deus quer que**, Category:** Influence **9. Trigger:** É essencial que**, Category:** Opinion/

Value Judgment **10. Trigger:** É necessário que**, Category:** Opinion/Value Judgment **11. Trigger:** ...não acredita que..., **Category:** Doubt **12. Trigger:** Esperamos que, **Category:** Influence

E. **1.** This sentence cannot be expressed the same way in Portuguese as it is in English. In Portuguese, the subjunctive is required—*Deus quer que voltemos a Ele.* **2.** This sentence shows doubt, so the subjunctive is required—*Não acredito que tenhamos mais panfletos*. **3.** This sentence as it is written actually means, "What do you want to do to me?" To ask, "What do you want me to do?" you must use subjunctive. The correct sentence is *O que quer que faça?* **4.** This sentence shows influence, so the subjunctive is required—*Pedimos a Deus que nos ajude*. **5.** This sentence shows doubt, so the subjunctive is required—*Não tenho certeza de que ela esteja doente*. **6.** This sentence shows something that is true or certain in the speaker's mind, so the subjunctive should not be used—*Creio que o irmão Pires mora aqui*. **7.** This sentence shows a value judgment, so the subjunctive is required—*É importante que leiamos as escrituras*. **8.** You cannot directly translate things from English to Portuguese, so this sentence doesn't make sense—*Não quero que ele faça isso*. **9.** This sentence shows something that is true or certain in the speaker's mind, so the subjunctive should not be used—*É verdade que precisamos orar*. **10.** This sentence shows influence, so the subjunctive is required—*Espero que venha à igreja*.

F. **1.** …devamos gastar muito tempo… **2.** ...seja verdadeiro... **3.** …estudem as escrituras… **4.** Correct **5.** Correct **6.** Deus quer que estejamos limpos… **7.** ...que tenha ânimo… **8.** ...que viva a Palavra... **9.** …que assista a igreja… **10.** Correct **11.** … venha à nossa visita. **12.** …que nos dês… **13.** …todos guardem… **14.** Correct

Present Subjunctive: Adjective Clauses

A. **1.** possa **2.** fala **3.** perseverar **4.** tenha **5.** dizem **6.** pagam **7.** ensina **8.** more **9.** tenha **10.** tenha

B. **1.** When describing a person whose existence is unknown or uncertain, use subjunctive—*Não há ninguém que tenha...* **2.** When describing something whose existence is unknown or uncertain, use subjunctive—*Há algo que possamos fazer...?* **3.** When describing a person whose existence is unknown or uncertain, use subjunctive—*Conhecem alguém que queira...?* **4.** When describing something whose existence is unknown or uncertain, use subjunctive—*...um lugar em que o Espírito possa estar.* **5.** This sentence shows that the men definitely exist, so the indicative is required—*...são homens que têm autoridade.* **6.** This sentence shows that the passage definitely exists, so the indicative is required—*...que fala do arrependimento.* **7.** This sentence shows that the story definitely exists, so the indicative is required—*...que ensina sobre a fé.* **8.** When describing something whose existence is unknown or uncertain, use subjunctive—*...dúvida que tenha à respeito do batismo?*

C. **1.** ...que seja perfeito. **2.** ...que fale... **3.** ...que tenho. **4.** Correct **5.** ...que testificam... **6.** ...que tenha... **7.** Correct **8.** ...que não possamos fazer... **9.** Correct **10.** Correct **11.** ...que desejem saber... **12.** Correct

Present Subjunctive: Adverb Clauses

A. **1.** abençoe **2.** sobrepujemos **3.** ajudem **4.** pequemos **5.** tenhamos **6.** estudemos **7.** recebam **8.** guie **9.** saiba **10.** nos arrependamos

B. **1.** Abençoa-nos para que tenhamos o Teu Espírito. **2.** Ore até que Deus lhe responda. **3.** Mesmo que seja difícil, devemos obedecer. **4.** Orem para que Deus os ajude a obedecer. **5.** Ainda que tenha provas, sei que Deus me ama. **6.** Você não pode fazer nada sem que Deus saiba. **7.** Não receberemos uma resposta a menos que tenhamos fé.

C. **1.** *Para que* always requires the subjunctive—*...para que possamos...* **2.** *A menos que* always requires the subjunctive—*...a menos que aceite...* **3.** *Querer que* always requires the subjunctive—*Quero que você faça...* **4.** *Para que* always requires the subjunctive—*...para que Deus nos perdoe.* **5.** *Esperar que* always requires the subjunctive—*...espero que você esteja feliz.* **6.** *Embora* always requires a subjunctive—*Embora ele tenha...* **7.** *Quer que* always requires the subjunctive—*Deus quer que tenhamos...* **8.** *Talvez* sometimes requires the subjunctive—*Talvez precisemos usar...*

D. **1.** Correct **2.** Correct **3.** Correct **4.** Ainda que esteja cansado... **5.** ...para que possa... **6.** ...por mais que ore...

F. **1.** ...para que todo aquele que nele crê, não pereça, mas tenha a vida eterna; ...para que o mundo fosse salvo por ele. **2.** (D&C 20:77) ...para que o comam em lembrança do corpo de teu Filho, e testifiquem a ti, ó Deus, Pai Eterno... ... para que possam ter sempre consigo o seu Espírito.; (DyC 20:79) ... para que o façam em lembrança do sangue de teu Filho... ...e testifiquem a ti, ó Deus, Pai Eterno, que sempre se lembram dele... ... para que possam ter consigo o seu Espírito.

Past Subjunctive

Note: Any answer using the past subjunctive can use either the *-ra* endings or the *-se* endings. The *-ra* endings are used as the default in the answers.

A.

receber		ser		haver		poder		entender	
recebesse	recebéssemos	fosse	fóssemos	houvesse	houvéssemos	pudesse	pudéssemos	entendesse	entendéssemos
recebesses	recebésseis	fosses	fósseis	houvesses	houvésseis	pudesses	pudésseis	entendesses	entendésseis
recebesse	recebessem	fosse	fossem	houvesse	houvessem	pudesse	pudessem	entendesse	entendessem

guardar		ter		dizer		abençoar		fazer	
guardasse	guardássemos	tivesse	tivéssemos	dissesse	disséssemos	abençoasse	abençoássemos	fizesse	fizéssemos
guardasses	guardásseis	tivesses	tivésseis	dissesses	disséseis	abençoasses	abençoásseis	fizesses	fizésseis
guardasse	guardassem	tivesse	tivessem	dissesse	dissessem	abençoasse	abençoassem	fizesse	fizessem

B. **1**. pudéssemos **2**. comessem **3**. voltassem **4**. houvesse **5**. se unisse **6**. chamasse **7**. seguissem **8**. falasse **9**. tivesse **10**. pregassem **11**. existíssemos **12**. estivéssemos

C. **1.** O Irmão Gonçalves pediu que o visitássemos na segunda. **2.** Eles preferiam que passássemos mais tarde. **3.** Era importante que estivéssemos atentos durante a lição. **4.** Foi necessário que você lesse. **5.** Procurávamos uma pessoa que estivesse interessada. **6.** Esperamos que você orasse depois de ler. **7.** Pedimos-lhe que lesse o Livro de Mórmon. **8.** Foi pena que não tivesse orado. **9.** Oramos para que o Espírito estivesse conosco. **10.** Queríamos que sentisse o Espírito durante as reuniões. **11.** Recomendamos que procurasse a resposta nas escrituras. **12.** Desejamos que recebesse um testemunho.

D. **1**. Se o senhor Branco estivesse mais disposto a orar, poderia receber uma resposta. **2**. Se a senhora Fernandes entendesse o plano de salvação, teria mais paz na sua vida. **3**. Teríamos mais possibilidades de ensinar se falássemos com mais pessoas. **4**. Se a família Santos viesse à igreja, ela se sentiria o Espírito. **5**. As pessoas poderiam ser mais felizes se entendessem a nossa mensagem. **6**. O senhor Ribeiro poderia se sentir o Espírito com mais facilidade se deixasse de fumar. **7**. Se planejássemos mais eficazmente, as nossas lições seriam melhores. **8**. A senhora Pinheiro se sentiria mais confortável se conhecesse mais pessoas na capela. **9**. Se entendéssemos a dúvida do senhor Guerra, poderíamos ajudá-lo melhor.

E. **1.** *Fez com que* shows influence and requires the past subjunctive—*...pudéssemos nos arrepender.* **2.** This is a hypothetical sentence, so the past subjunctive is required in the **if** part of the sentence—*Se pudéssemos passar...* **3.** *Não podíamos acreditar que* shows doubt and requires the past subjunctive—*...que ele tivesse mudado tanto.* **4.** *Para que* is an adverb clause that always requires the subjunctive. The sentence is set in the past, so past subjunctive is required—*...para que você pudesse...* **5.** *A menos que* is an adverb clause that always requires the subjunctive. The sentence is set in the past, so past subjunctive is required—*...a menos que tivéssemos o livre arbítrio.* **6.** *Antes de que* is an adverb clause that always requires the subjunctive. The sentence is set in the past, so past subjunctive is required—*...antes de que Cristo viesse outra vez.* **7.** This is a hypothetical sentence, so the past subjunctive is required in the **if** part of the sentence—*Se orasse...* **8. ...***nos pediu que* shows influence and requires the past subjunctive—*...nos pediu que falássemos com você.* **9.** *Deus queria que* shows influence and requires the past subjunctive—*voltássemos a viver com Ele.* **10.** This sentence is hypothetical, so it needs the past subjunctive—*Se eu fosse à igreja, sentiria o Espírito.*

F. **1.** Correct **2.** ...que Cristo fosse perfeito. **3.** ...que pagasse o preço... **4.** ...que o seu pai fosse profeta. **5.** ...que podia responder... **6.** ...para que agissem no Seu nome. **7.** Correct **8.** Correct **9.** Correct **10.** Correct

H. **1.** alcançassem; errassem; fosse; buscassem; fossem; pecassem; fossem; se arrependessem; fossem; fossem; recebessem; tivesse; tivessem
2. 2 Ne. 2:22–23: Se Adão não houvesse transgredido, não teria caído, ...mas permanecido no jardim do Éden ... e todas as coisas que foram criadas deveriam ter permanecido no mesmo estado ... e deveriam permanecer para sempre... e não teriam tido filhos ... teriam permanecido num estado de inocência... **2 Ne 9: 8–9**: ...se a carne não mais se levantasse, nossos espíritos estariam à mercê daquele anjo... e nosso espírito deveria tornar-se como ele... e nós nos tornaríamos diabos.

Future Subjunctive

A.

fazer		ir		ler		assistir		vir	
fizer	fizermos	for	formos	ler	lermos	assistir	assistirmos	vier	viermos
fizeres	fizerdes	fores	fordes	leres	lerdes	assistires	assistirdes	vieres	vierdes
fizer	fizerem	for	forem	ler	lerem	assistir	assistirem	vier	vierem

estar		ensinar		confiar		haver		poder	
estiver	estivermos	ensinar	ensinarmos	confiar	confiarmos	houver	houvermos	puder	pudermos
estiveres	estiverdes	ensinares	ensinardes	confiares	confiardes	houveres	houverdes	puderes	puderdes
estiver	estiverem	ensinar	ensinarem	confiar	confiarem	houver	houverem	puder	puderem

B. **1**. Quando nos arrependermos, vamos ser perdoados. **2**. Quando for batizado, vai se tornar limpo. **3**. Se escolhermos o certo, vamos voltar a viver com o nosso Pai Celestial depois desta vida. **4**. Se orar sobre o Livro de Mórmon, vai receber uma resposta da veracidade dele. **5**. Logo que receber uma resposta por meio do Espírito Santo, vai ser batizado? **6**. Equanto ler as escrituras, vai sentir a paz que vem do Espírito Santo. **7**. Se seguirmos a vontade de Deus, Ele vai nos dar ajuda nas nossas vidas. **8**. Se houver uma escritura sobre a fé no Livro de Mórmon, vou a encontrar. **9**. Depois de comermos vamos bater algumas portas. **10**. Sempre que ela orar, ela vai receber uma resposta. **11**. Quando quiser encontrar a verdade, vai a encontrar. **12**. Vem à igreja se conseguirmos lhe encontrar uma corona?

C. **1**. Se o senhor Branco estiver mais disposto a orar, poderá receber uma resposta. **2**. Se a senhora Fernandes entender o plano de salvação, terá mais paz na sua vida. **3**. Teremos mais possibilidades de ensinar se falarmos com mais pessoas. **4**. Se a família Santos vier à igreja, ela se sentirá o Espírito. **5**. As pessoas poderão ser mais felizes se entenderem a nossa mensagem. **6**. O senhor Ribeiro poderá se sentir o Espírito com mais facilidade se deixar de fumar. **7**. Se planejarmos mais eficazmente, as nossas lições serão melhores. **8**. A senhora Pinheiro se sentirá mais confortável se conhecer mais pessoas na capela. **9**. Se entendermos a dúvida do senhor Guerra, poderemos o ajudar melhor.

D. **1.** Se me arrepender... **2.** Depois que for batizado... **3.** Quando chegarmos... **4.** Logo que acabar... **5.** Sempre que tiver... **6.** Enquanto estiver lendo... **7.** Se orar... **8.** Se pedir ajuda... **9.** ...se eu for mais tarde. **10.** Quando for à igreja...

Review: Attitude, Emotions, and Feelings

A. Deus escolheu Jesus Cristo para que **pudesse** ser o nosso Salvador. Jesus Cristo era perfeito e estava preparado a realizar a Expiação. Enquanto estava no Jardim de Getsêmani, Cristo pediu ao Seu Pai que **tirasse** a carga de todos os pecados do mundo. Contudo, Cristo cumpriu com a sua missão. Jesus Cristo quer que **utilizemos** a Expiação nas nossas vidas. Para fazê-la, Cristo nos pede que **tenhamos** fé, nos **arrependamos** dos nossos pecados, nos **batizemos** por imersão, **recebamos** o dom do Espírito Santo e **perseveremos** até o fim. Não há nada que é perfeito, e Deus não manda a nada que não **participe** da Expiação. A Expiação tem sido uma grande bênção para mim e quero que você também **receba** as bênçãos dela.

B. Deus deseja que todos os Seus filhos **sejam** felizes. Por isso, Ele preparou um plano que permite que **voltemos** à Sua presença. Este plano se chama o plano de salvação. Deus sabia que não seríamos perfeitos, mas que era essencial que **viéssemos** à terra para ganhar experiência. É importante que **reconheçamos** que somos filhos de Deus e que **vivamos** segundo esse conhecimento para que um dia **possamos** voltar a Ele. Eu sei que Deus o ama e que Ele fez com que você **pudesse** voltar a viver com Ele se tem fé e obedece aos Seus mandamentos.

C. **1.** ...para que pudéssemos ser salvos. (Past Subjunctive) **2.** Deus quer que sejamos felizes. (Present Subjunctive) **3.** ...para que pudéssemos nos arrepender. (Past Subjunctive) **4.** ...queria que chegássemos a ser... (Past Subjunctive) **5.** ...que nós léssemos... (Past Subjunctive) **6.** ...para que todos pudéssemos... (Past Subjunctive) **7.** ...que compartilhasse... (Past Subjunctive) **8.** ...há algo que possamos... (Past Subjunctive) **9.** ...que fala... (Present Indicative) **10.** ...que o seu amigo tenha interesse... (Present Subjunctive) **11.** ...que o Seu Pai tivesse... (Past Subjunctive) **12.** ...que nos dês... (Past Subjunctive) **13.** ...que já vivam...(Present Subjunctive) **14.** ...se você se batizasse... (Past Subjunctive) **15.** ...a menos que sejamos... (Present Subjunctive) **16.** Espero que o seu amigo possa... (Present Subjunctive) **17.** ...que fale... (Present Subjunctive) **18.** ...que seja... (Present Subjunctive) **19.** ...que tivéssemos... (Past Subjunctive) **20.** ...que tivesse... (Past Subjunctive)

D. **1.** Cristo pediu a Pedro, Tiago e João que o seguisse. **2.** Deus mandou Adão e Eva que não comessem o fruto. **3.** Esta é uma escritura que fala do arrependimento. **4.** Quando orarem, perguntem a Deus se o Livro de Mórmon é verdadeiro. **5.** Têm amigos que tenham interesse/que estejam interessados? **6.** Cristo disse a Joseph Smith que não se unisse a nenhuma das igrejas. **7.** Não receberemos respostas a menos que tenhamos fé. **8.** Queremos que você receba um testemunho. **9.** Deus disse a Néfi que construísse um barco. **10.** Não havia ninguém que pudesse responder às perguntas de Joseph. **11.** Temos certeza que vocês terão um bom tempo. **12.** Se você estivesse presente na lição, o nosso pesquisador se sentiria mais comfortável. **13.** É importante que tenha fé. **14.** Peça a Deus que lhe ajude a entender. **15.** Entende o versículo que lemos? **16.** Deus escolheu Cristo antes da criação do mundo. **17.** A gente que obedecer irá ao reino celestial. **18.** Pedimos-lhes que lessem dois capítulos. **19.** Deus quer que regressemos/voltemos a Ele. **20.** É importante que oremos primeiro. **21.** Há um membro da nossa Igreja que vive no seu bairro. **22.** Conhecem alguém que esteja interessado/que tenha interesse na nossa mensagem?

E. Obediência
1. É bom que sejamos obedientes.
   Recebemos bênçãos
   Demonstramos amor por Pai Celestial
2. Quero que busquem Escrituras que se se referam à obediência.
   Do Livro de Mórmon
   De Doutrina e Convênios
3. É importante que sejamos obedientes para nossa salvação.
   A obediência nos qualifica para o reino celestial
   Ajuda-nos a ser livres do mal

F. ...é permitido que todos nós **desfrute (noun clause)** todas as Suas bênçãos... Ele quer que todos os Seus filhos **encontrem (noun clause)** paz nesta vida e **tenham (noun clause)** uma plenitude de alegria em Sua presença, depois desta vida. Ele quer que nos **tornemos (noun clause)** como Ele é.

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